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ABSTRACT

These 10 presentations were made at a State conference to explore the problems and possibilities of job placement as background for implementing a Statewide guidance program with emphasis on counseling, placement, and followup for selected target groups. Focus is on three issues of job placement: (1) Where do the responsibilities for job placement lie? (2) What approaches to job placement have been successful? (3) What commitments has Indiana made to placement for all students? Titles are (1) "Moral Education for the Future," by Harold Shane, (2) "Whose Job Is Job Placement?" by Genevieve V. Kline, Dean Ransburg, Richard Morrison, and Edward Hornback, (3) "Career Resource Center Van," (4) "Student Placement Services--An Integral Part of Career Education," by Jack Martin, (5) "Placement in Motion," by Ray Wasil, (6) "Placement--The Acid Test of Career Education," by Lillian Buckingham, (7) "The CAPS System--Computer Assisted Placement Services--Pennsylvania," by M.U. Eninger, (8) "Placement and Follow-Up As It Relates to the Family Rights and Privacy Act," by David Prasse, (9) "Indiana Looks at Placement," by Sparkle Crowe, and (10) "College Students As Blocks of Wood," by Robert Greenberg. A list of conference speakers and participants is included. (WL)

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INDIANA INVITATIONAL CONFERENCE ON PLACEMENT

REPORT

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U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

Sponsored by the State Board of Vocational and Technical Education

June 25, 26, 27, 1975

Don K. Gentry

Executive Officer/State Director of Vocational Education

INDIANA INVITATIONAL CONFERENCE ON PLACEMENT

Sponsored by the State Board of Vocational and Technical Education

Ramada-Inn of the Four Winds
Lake Monroe - Smithville, Indiana

June 25, 26, 27, 1975

The importance of Placement . . . . . .

Job placement can reflect in real terms the effectiveness of student success and career preparation in school. It lets us profit from past experiences and face future challenge with assurance.

This conference has been arranged to develop an awareness of placement and its components.

The following topics will be discussed:

1. What is job placement and whose responsibility is it?
2. Examples of outstanding placement efforts in other states.
3. Indiana's commitment.

Pre-Conference Activities

Wednesday, June 25

10:30am — Statewide Placement and Follow-Up Advisory Committee Meeting

11:30am — State Project members lunch with Third Party Evaluator and Advisory Committee

12:00-1:00pm — Registration

Conference to start at 1:00pm

1:00-1:10pm — Welcome . . . . . Richard M. Wysong
Project Coordinator
State Board for Vocational and Technical Education

1:10-2:00pm — Moral Education for the Future
Harold Shane, Ph. D., University Professor of Education, Indiana University

2:00-3:30pm — Whose Job is Job Placement?
David Pritchard, USOE Research Specialist, Guidance
Genevieve Kline, Office Supervisor, Indiana Employment Service
Richard Morrison, Coordinator of Guidance, Elkhart Area Career Center
Dean Ransburg, Dean, Student Services, Indiana Vocational-Technical College

3:30-3:35pm — Announcements

3:35-3:45pm — Coke break

3:45-4:30pm — Visit the Career Resource Center Van
Betty Morrison, Indiana Career Resource Center, South Bend

6:00-7:00pm — Synergism

Thursday, June 26

8:30-10:00am — Student Placement Services - An Integral Part of Career Education
Jack Martin, Director, Student Placement, Flint Community Schools, Flint, Michigan; Regional Coordinator on School Base Placement Services, Guidance Division, American Vocational Association

10:00-10:15am Break - coffee and roll

10:15-11:45am Placement in Motion
Ray Wasil, Director of Guidance & Testing, Department of Education, State of Ohio
Nationally recognized innovator in placement

11:45-1:00pm Lunch (on own)

1:15-2:45pm Placement-the Acid Test of Career Education
Lillian Buckingham, retired, Baltimore Public Schools, Baltimore, Maryland
Most respected in the nation regarding placement

2:45-3:00pm Coke break

3:00-4:30pm The CAPS System - Computer Assisted Placement Service - Pennsylvania
M. U. Eninger, Ph. D., President
Thomas Smith, Vice President
Educational Systems Research Institute
An information exchange between employers and secondary and post-secondary schools to facilitate placement

Friday, June 27

9:00-10:30am Placement and Follow-Up as it Relates to the Family Rights and Privacy Act
David Prasse, Consultant, Department of Public Instruction
Most knowledgeable person in Indiana on the Buckley Amendment

10:30-11:00am Break and checkout-coffee and roll

11:00-12:15pm Indiana Looks at Placement
Sparkle Crowe, Director, Pupil Personnel Services, Department of Public Instruction
Robert Greenburg, Ed. D., Project Director - Manpower, Indiana Commission for Higher Education
Don Gentry, State Director of Vocational Education

State Advisory Committee on Placement & Follow-Up

Nick Banos, Jr., Blue River Vocational Center
Richard Davidson, I.V.T.C.-Terre Haute
Geneva Fletcher, Assistant State Vocational Ed. Director
Don Piper, North Lawrence Vocational Technical Center
Richard Stith, Prosser Vocational Center
Meridith Thompson, Bartholomew Vocational Center
S. R. Wiersteiner, Ph. D., I.U.S.B.-D.G.T.S.

THIS CONFERENCE IS MADE POSSIBLE AS PART OF
A PART C GRANT, 1973 VOCATIONAL EDUCATION ACT
FROM USOE TO DEVELOP AND IDENTIFY EFFECTIVE
CONCEPTS AND PRACTICES IN PLACEMENT & FOLLOW-UP

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PREFACE

In a time when the unemployment rate of youth is three to four times the national average unemployment rate for adults, the process of job placement has become increasingly important to Indiana vocational educators. Analysis of job placement effectiveness reflects both student success and career preparation in school and illustrates the urgent need for cooperation and communication between educational systems and the business community.

To explore the problems and possibilities of job placement, the State Board for Vocational and Technical Education sponsored a three-day invitational conference at the Inn of the Four Winds on Lake Monroe in June, 1975. Part of a federally funded project to implement a statewide guidance program with emphasis on counseling, placement, and follow-up for selected target groups, the conference focused on three issues of job placement: (1) Where do the responsibilities for job placement lie? (2) What approaches to job placement have been successful? (3) What commitments has Indiana made to placement for <u>all students</u>?

The following compilation of presentations made at the Lake Monroe conference demonstrates the concern of Indiana vocational educators for effective job placement programs. It is hoped that the Lake Monroe conference and the contents of this report will serve as catalysts for increased efforts to develop, refine, and expand job placement programs for all youth in Indiana schools.

Richard M. Wysong, Federal Project Coordinator
State Board of Vocational and Technical Education
Northern Regional Service Center
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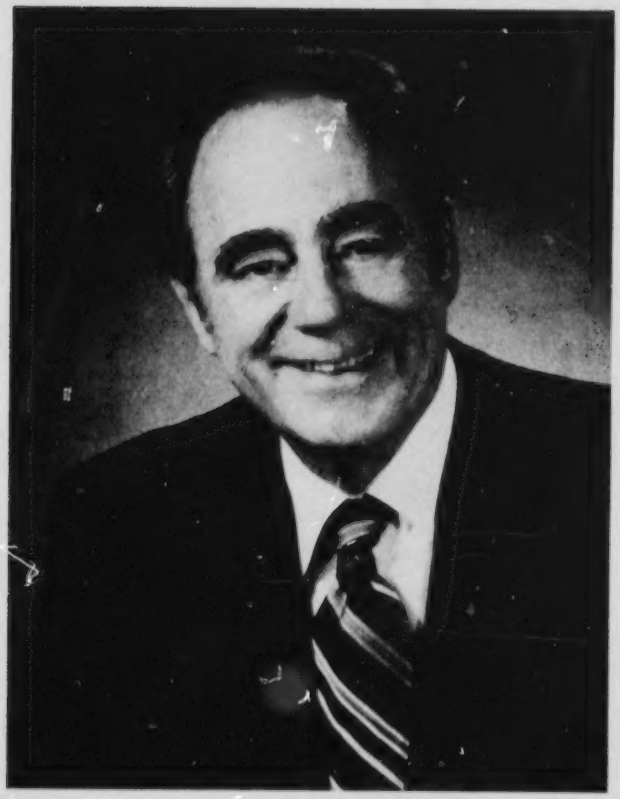
South Bend, Indiana 46623



Harold Shane, Ph.D., University
Professor of Education, Indiana
University

MORAL EDUCATION FOR THE FUTURE

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MORAL EDUCATION FOR THE FUTURE

by
Harold Shane, Ph. D.

In talking with Dr. Gibson it occurred to us that placement work, student success, and, as I am construing it in very broad terms, moral education, are very much related. In other words, if students are going to, through your placement offices, be successful, one of the kinds of things they need to have is a good strong background with regard to what we loosely call moral education. I'd like to talk a little bit about the new interest in moral education which has come cropping up throughout the country, and, without trying to be professorial, speak briefly on what we mean by moral, which is a rather "wet watermelon seed" kind of a word; you put your finger on it and it zips out. I'd like to talk a little bit also about the nature of moral development as it has begun to take form through the work and research of persons, particularly such as Lawrence Kohlberg, who is head of the Center for Moral Education at Harvard University. And then talk a bit if I may with you on morality and the climate of the school and some of the kinds of things which are also facing us as adults with moral choices. Let me say that there has been, in my humble opinion, in the last three or four years, a very interesting surge of enthusiasm and concern about what we call moral education. You will find this reflected, for example, in the fact that one of the largest grants provided by the Danforth Foundation, one in excess of a million dollars, went to Kohlberg, who has become Mr. Moral Education since 1967 and 1968 because of his work in trying to refine and improve the kinds of things that John Dewey pioneered in moral education. You will also find that in the recent issue of the Kappan magazine, the entire issue, headed by a friend from Chicago, Kevin Ryan, hammered away at this particular topic. Also organizations like the ASCD, which as our chairman noted, I've just left as president, emphasized this year in its New Orleans meeting the whole question of moral values and moral education. The matter of moral education is one which has concerned me a great deal. About 14 years ago I became interested in the concept of studies pertaining to the future loosely associated with persons such as Herman Kahn and Alvin Toffler and so on.

Over a decade or so I had a chance to probe some of the things that many very bright men and women thought were likely to influence our lives during the next 25 years but the one thing that I inevitably circled back to was the question that we needed some value base for the making of decisions that lay ahead of us. In other words, the problems that we have, such as what constitutes the good life, the kind of a muddy picture that is spread around us with regard to what kind of an image of an educated man and woman we want to produce through education, were things which were value oriented. Beginning about 18 months ago I tried as best I could to engage in a number of dialogues with persons whose opinions I thought would be interesting. I talked to theologians, such as Dean Marty at the University of Chicago; to persons who were public figures who had rather powerful ideas, such as Benjamin Spock and Alvin Toffler; educators like Ralph Tyler and so on. What I'd like to do in discussing the topic is to squeeze as much as I can of the quintessence of some of the things these people are talking about. Why is it that we have a quickened or a new interest in moral education? I've tried to jot down about

five things which I think have made this difference since 1970. One of these, without trying to sound reactionary, I think is the frustration that has hit many of us because the permissiveness that many of us advocated and worked for in the 1960s has not completely paid off. Perhaps we have been a little obscure as to what we meant by permissiveness. But I think that the ways in which we've tried to move toward openness in our attitudes toward many things have not in themselves made the difference that we had hoped. We still find a great deal of discontent and tension.

As the 1971 Nobel Prize winner, Dennis Gabor once told me, a permissive society can exist only if coercion is replaced by inner discipline. And in a sense this kind of inner discipline based upon moral direction is one of the kinds of things that I want to emphasize. I think the permissiveness of the 60s, which we hoped somehow would answer many of our questions, hasn't paid off. I'm not taking a stand against permissivness, but it has not proved to be a be-all and an end-all for our work. Secondly, I think that there has been an interest in moral education because of fear. In the 1960s and early 1970s there were many frightening things occurring. These included such things as the laboratory bombing at the University of Wisconsin, the Kent State University shootings, and the seven square blocks that were burned out in Washington, DC. We have somehow felt that there was a looseness in terms of values and in terms of inner integrity that is very difficult for us to live with comfortably. It's the sort of thing I think that makes us a little uneasy walking through the streets of a large city with which we are unfamiliar. You will remember as part of their propaganda campaign, the firemen and the policemen put out a booklet about New York called "Fear City". Their motives were not particularly good. They were actually talking about the fact that if they lost their jobs there would be even more to be fearful of. But the fact remains that this theme has been a part.

I think also on a positive base that there has been a real heightening of consciousness, a genuine inner change within us. I wouldn't suggest that we have turned from Saul into Paul, not quite that far, but I would say that because of the writing and thinking of persons like Carl Rogers, of Abraham Maslow, more recently of Illich and Freire, that we have begun in the middle 60s, and certainly with a heightening crescendo in the 70s, to move toward the heightening of consciousness with regard to the one-time chattel status of women. You'll find whole books written now about the rights of children and youth and of course a whole array of legal and other provisions to protect them. You'll find our interest in poverty and what to do about the culture of poverty. You'll find our interest in the welfare of minorities and so on all perking up in these last 10 or 15 years and I think that our concern with the matter of more astute and heightened consciousness has in some ways carried over in our interest in moral education. The fourth reason I would like to list is that materialism and mammonism, if I can use mammon as symbolizing the quest for money, are things which we have found are not as meaningful as they once were. I recall in the late 1930s and early 1940s, as an enthusiastic student, that I shared a viewpoint on the part of many others like myself that if somehow we could free the creative and the productiveness of America, tap the resources which we are now running out of, that we could create a society of beauty and abundance that would open a new way of life for all of us. In the 40s, and particularly in the 50s and 60s, the kinds of materialistic things that we coveted and thought would bring about a new way of life in the 30s and early 40s have not completely paid off. We have exceeded beyond all of our aspirations I think, to the point of having a car in every garage and a chicken in every pot, to use an old political slogan from

years ago. Now we not only have a car in every garage, but sometimes we have to move the second car out to make room for the snowmobile or for the outboard motorboat. But despite the fact that we have many of these things, which we hoped would bring satisfaction and comfort to people, I think many of the deeper longings of the human spirit are still unsatisfied and that there is probably a greater malaise as to the future and where we are going than ever before in my memory. Things have just been found to be unsatisfying, and as a result, I think we have looked for other things that were deeper and more important perhaps that would help some of our spiritual satisfactions to come about more readily.

Finally I would suggest that Watergate itself was a moral focal point for us. Here we had on our threshold an environment steeped in a lust for power and implemented by houliganism that shook all of us and that gave us a feeling perhaps that not merely were some of the persons involved to blame but also all of us to a degree because of our lack of real interest and enthusiasm in what was going on politically and in other ways. We were perhaps somewhat culpable and responsible for Watergate. So I would like to suggest those five things: our frustrations because permissiveness with its versions didn't completely pay off; the real fear we've felt in the last ten years; the heightening of consciousness from such writers as Illich and Freire; the disappointment in materialism; and finally some of the lessons of Watergate, perhaps turned us in the direction introspectively of looking as to what it is we are after as we try to educate young persons. Certainly in placement work the question of the integrity of the young persons that we place has a great bearing upon our continuing success also. We are no stronger than our candidates and the candidates are no stronger than their moral basis.

But as I said, moral education is a very slippery kind of term, and without being didactic, I would like to spend a few minutes on the meaning of "moral". What is moral education? I obtained a small grant a year or two ago, from the Danforth Foundation, to explore some of the ideas on moral education of thoughtful people like Willard Wirtz, the former Secretary of Labor; William Erwin Thompson, the social historian; Heilbroner, the gloomy economist who wrote An Inquiry Into the Human Prospect; and Jonas Salk, of polio vaccine fame. In talking with persons like these I find that "moral" is essentially concerned with such more profound questions as what is the meaning of equity and what is the meaning of justice. As I use the term moral, I'm thinking of it in this particular sense; what is equitable or fair; what is it that serves the interest of human welfare.

Let me turn from this definition, which I admit is a rather broad one, to the purpose of moral education. Persons such as Kohlberg and others interested in moral learnings have indicated that the purpose of moral education is to raise one's ability to think enlightenedly about his fellows, to higher levels of development to a higher level, if you please, of heightened consciousness. Without, as I say, trying to sound professorial, let me say that when I speak of the heightened consciousness and the levels that we are trying to move people toward in moral education, it is something like trying to apply the real meanings of the Golden Rule. To me at least, as I use the term, I'm talking about such things as reciprocity, human rights, respect for human dignity, etc., as the growing edge for our moral development. But still that doesn't answer what is it!

Back some 30 or 40 years ago, John Dewey conceived three levels of growth or development through which human beings passed. He called these pre-moral

or pre-conventional, conventional and autonomous. They are very similar, by the way, to three of Piaget's levels of development. Dewey's idea of the pre-moral development was when you simply accepted things blindly because they were done in a certain way, the sort of thing which with very young children we have to do because our ability to explain some of the dangers about them can't always be placed in words. Secondly, the conventional level was when one moves in terms of moral education to what might be called accepting others' standards by understanding them a little bit. The autonomous stage of Dewey's at least is the stage of thoughtful self direction. Using these three things; behaving on a blind acceptance basis; trying to accept the ideas of people you respect as your peer group and your parents and so on; and finally, independent thinking provided a launching pad for Kohlberg when he developed the six stages which I think, at least for the next several years, will represent a series of bench marks in American moral education. He talks about six stages which are very similar to Dewey's levels but he divides each one in two. If moral education is raising persons from one standard to another, I think it is very helpful to define these.

These were written up at some length in the Journal of Philosophy back in 1973. If any of you are interested in the reference, I believe I have jotted it down. Also, one of the best succinct statements of different viewpoints on morals is in the June issue of the Kappan magazine, which I think is a most helpful reference, and which, without in any way trying to absorb and regurgitate it for you, I found very stimulating reading. Kohlberg lists in a box, on one of the pages in his article of these six stages, the beginning point with children, and perhaps to some extent to youth who are not moving ahead very rapidly, is the stage of punishment and obediance, where your moral education is how to keep from getting yourself crossways with persons who would otherwise harm you physically with a paddling or something of that sort. This is the level of moral development to which I was exposed and perhaps a few of you were exposed when, while I was growing up in the 20s and the 30s, the family would lay down the law to me in no uncertain terms (and so would the school) as to my need to follow certain precepts. I remember very clearly at age 15, my "moral collision" with my mother when she found my cigarettes and pipe tobacco on the rafters in our garage where I had hidden them! As far as the schools were concerned, you all remember some of the strictures that were placed on us 40 years ago!

A second stage in moral development is one in which right satisfies needs; where you find yourself accepting what is "moral" because you are told by parents and peers what you are to do. This kind of thing often is associated with rather young children or children at the middle school level, but by and large, it sometimes carries over even into adults.

A third stage that Kohlberg identifies is what is good is what pleases others. This level condems you to a form of slavery, because a slave is one who accepts another's purposes for his own. Many persons again are satisfied when they reach level three.

Fourth, we get to what sometimes might be called the "Archie Bunker" stage of morality where law and order and the authority that is set down by others determines what is right and wrong. I would judge that a fairly substantial number of people start to top out at this level of valuing.

The fifth level, which is epitomized by the founding fathers, is one in which you begin to have a "social contract" or legalistic attitude toward

morality. This sort of thing was reflected in the desegregation decision of the Supreme Court; the ideas of equal educational opportunity and so on that were so stimulated by the Johnson administrations' funding for the great society and so on.

The sixth stage is reached when you understand your own and those below you but not the one above. This "ethical principle" realm is one which economist Walter Heller, one-time economic advisor to Kennedy and Johnson, associates with the GNW.

I think all of us know what the is, the Gross National Product. Heller and a few others who are out on the economic and social frontier are now saying we need a measure that exceeds GNP; that is the Gross National Welfare. This is a measure based on, say, how many people are in school; how good our social services are, and so on. So at this sixth stage then, we find ourselves moving from merely being anti-disease to being pro-health; moving from an emphasis just on death control to an insight into the need for birth control; from the need for external restraint into self direction and self restraint; from seeking material possessions, per se, to finding satisfactions in self expression. Jonas Salk expresses what I am saying in his book Survival of the Wisest, which I think is all the more impressive coming from a ranking scientist.

Let me elaborate what I've tried to say about these characteristics of moral development before turning to some of the things closer to schools. I think as we look toward the next decade that much of the newness will be in the oldness, as far as moral education is concerned. Much of the newness in the oldness, which is a phenomena. In other words, we are looping back to a more carefully examined basis of what is right and what is good. You'll find the NEA, for example, for its bicentennial thrust, is putting all of its major pile of blue chips on the question of what an inter-dependent world means in the coming century for the things that children learn, and they have commissioned a group of persons, beginning very shortly, to work on recasting the seven cardinal principles; not to discard them, but to recast them for a new era. So we have in this sense much of the newness of what I'm saying in the oldness. Now I don't mean to say we are spinning our wheels. However, we are moving in a circular fashion but because we are also moving through time, the loop takes this form, instead of just this form, so that the loop of newness is perhaps in some return to older views and older values, but because we are in a new day and a new age, a very dangerous and threatening world, the interpretation of it is different. So that's what I mean by the newness being in the oldness.

The second one that I've already pointed out is that we need to keep in mind, as we work with persons in moral education, that you only understand morality as far as you've gone and we constantly need to help stretch younger persons to see that there are other levels, hopefully at least, moving toward five. Again, to reiterate what I've said, remember that most people are frozen at four or five and we musn't expect too much too fast of human nature. Although there may be those of you who will disagree with me, children probably should be exposed to truth, that is what our experiences suggest is good, before they are completely ready to understand it and they need to be exposed to truth in the sense of moral learnings, not merely by our talking to them but by the examples that we try to set. This is one of the hardest things we can do for them. My daughter happens to be here with me and I remember an excruciating experience for a person of Scottish ancestry. At one time when we

were up in Canada and a friend of mine gave me a beautiful bottle of that stuff that comes in a little velvet container, something like 7 Crown, a very lovely Canadian whiskey. As we drew close to the border the guard said, "And do you have anything to declare?" Well, actually I might have weaseled if I were alone but the youngsters were looking right at me and I had to decide whether or not I would say, "Nothing to declare." I think probably we need to recognize as we look at youngsters, even if they weren't quite sure whether I was right or wrong, that the exposure to "truth", in the sense of what is right, perhaps is an important thing. I would also like, in commenting on the whole field, to say that we very probably are at an interesting moral juncture. According to Jonas Salk, we have for a number of years been in Phase A of our human and moral development. This Phase is topping out now.

Phase A is one in which there were certain important values which we tried to communicate. One of these important values was "go forth and multiply." This made a great deal of sense when there were only 12,000,000 human beings in the world, which is the estimated number as of 10,000 BC. At the present time there are 12,000,000 in greater London. Here we are with Mr. Salk. He is suggesting that we have been in Phase A and that there were certain things that were very good and important for us to do but now we have reached a new kind of world or era which he calls Phase B, and we are in the critical juncture between these two places, which for want of a better term, I will call "now."

Our decisions as we look toward the future are particularly significant ones because, hopefully, such things as exponential birth rates, extravagant use of resources, the way in which we have engaged in practices which have led to pollution, which perhaps were necessary to wrench the way of life that we have tried to create out of the soil, now must begin to top out, in the sense as I'll try to point out later. There are moral choices ahead of us as citizens which will determine how effectively the moral climate for the young turns out. In short, I'm saying that moral choices involve wise decisions among conflicting values in concrete situations and that they involve action. And this is important as we counsel and work with persons.

What does this have to do with the curriculum and with our work with young people in the framework of the school? I think one of the important things in terms of moral education is for persons like ourselves in education to look very closely at what is sometimes called the hidden or the phantom curriculum. A key phrase to my way of thinking. The "hidden curriculum" is one which reflects what a school, through its teachers and through its community, feels is of value. Reading, writing, and arithmetic are part of the overt curriculum. But also there are things that the school stands for. As I grew up the school stood for things like this: it stood for bureaucracy because the schools were bureaucracies; it also stood for authority being right as long as it had white piping on its vest because of the job that the person occupied. Something which of course has been rather shaken in recent years. Our schools in the hidden curriculum had a very simplistic ballot-box concept of democracy and sometimes this was not too well honored. I recall to my chagrin in some ways, but I guess I was at a very low level of morality, an experience I had in grade 6 in a school outside the realms of Indiana. I was one of the tellers at a classroom election and our teacher, a very handsome, vigorous woman with strong ideas, went out to the cloakroom (those were the days when you had cloakrooms instead of lockers) while two of us counted the ballots in this rather large class, perhaps 45 people in it. Well, it happened that the two candidates to be class president were tied and I recall Miss

X, I will spare you her name because of my respect for her in most other regards, said "Let's give it to Joe instead of to Betty, he needs it more." Well, this kind of stuff is what I mean by the hidden curriculum; what rubs off on you because of what you experience rather than what you're explicitly taught, and in moral education it's extremely important for us to recognize what these are.

I would add to this list of things that we have stood for in education, a respect for science and technology which may once have been excellent but which now perhaps is a little naive. In other words, we were brought up to venerate the Steinmetzes, the Pasteurs, the Edisons and so on and in effect the kinds of things that they enabled us to accomplish. However, in this veneration for science and technology we did not realize our naive use of science and technology was going to strip what I was taught in the 1930s was an inexhaustible supply of iron in the Messabi Range to the point where there is now nothing except second rate diggins, as far as I can tell from what I've read in the paper. In this era, we had great emphasis, implicitly at least, at keeping busy because of the work ethic. Now I like the work ethic and I enjoy work. I don't like to bend too many muscles, but by and large, I don't mind a substantial amount of it and I certainly respect it, but there is a new phenomenon that has developed that calls again for a new look at morality. As Margaret Meade said, the trouble is that our industrial society as it has come along doesn't need people to work anymore to the degree that we did, so you have many of the problems of the work ethic creating guilt feelings as we counsel and work with children. On the one hand we also have the problem of an enormous number of persons for whom there is no place, placementwise, in terms of this world of work and this means a kind of a reexamination of what the work ethic in application means. Does it simply mean what it's always meant or are there new emergent moral concepts on it? Over the years another thing that we venerated in some ways, and these were often in conflict, was the ideal of the gentleman who never soiled his hands with anything more than a beautifully leatherbound book, heroes of the western world, the ones who said, "damn the torpedoes, full speed ahead," and "avoid entangling alliances," and "a house divided shall not stand" and so on.

Again, this was what was emphasized, what was worthwhile in the culture. Stereotypes in social class not only existed but in some cases were propagandized or perpetuated even in the books by liberal righters. I was looking back, for example, to some of the things that Harold Rugg, a liberal thinker of the 30s, had in his textbooks dealing with persons in various lands. Something that was critically attacked by outfits like the American Legion because of its liberalism but in the pages, for example, the persons epitomizing the South American and Latino groups invariably look like peons from a banana republic. The Russians all had the lambswool caps, boots, and balloon trousers as if they were about to do a dance on the Bolshoi stage in Moscow. This was our accepted kind of simplification. And of course social class also permeated it. As a lad I was in effect taught that if I'd work hard and be a good boy I could either be a millionaire or president. Those were in the days when both of those were coveted when taxes were lower and before Watergate. I also, by implication, from what people said, had a feeling when we drove through the slums of Chicago on my way down to the Marshall Field Department Store, which was the family pilgrimage of years gone by, that the people who lived in all of those houses with the garbage piled up in back were either stupid or they were lazy. And that was our explanation of things which we've become so much more sensitized to. But again, at that time, these were a part of the folk wisdom of the program.

Speaking of folk wisdom by the way, your schools also perpetuated a lot of rather meaningless statements. Typical of the ones that my grandmother used; she always used to say, "you can't purify the water by whitewashing the pump", and "there's always free cheese in the mousetrap." We were taught a lot of things like this, especially in Northern Indiana. But in the long run they were rather superficial. So it's this kind of thing that I'm referring to as something which moral education needs to change. Now the question is; can we make the school a better teaching aid than it has been in the past? If I had time, I would like to show you a model which I've been working on; the ways in which the school itself can teach, in its hidden curriculum, things that we would need to be a little less apologetic for than some of the unexamined things that perhaps I've made a little fun of here. But the real nubbin of the message that I'd like to leave with you is one which goes at you as adults; as citizens; as persons who are a part of the world; and this is the future as something looming ahead of us as an enormous test of our moral integrity.

Let me put it this way; all of you I think know of Murphy's Law: what can go wrong, will go wrong. The world ahead of us is going to be governed by O'Toole's Law, which has replaced Murphy's Law, and O'Toole's Law is: Murphy was an optomist. The things that I want to share with you as we look at this in which Murphy's Law would look benign is that we have a number of extremely important social decisions which I've gleaned from work with futurists that are in some cases no bigger than a hand on the horizon and in others are very close to us and that these are going to determine in many ways the kind of moral values through us that the next generation begins almost immediately to inherit. These I think have great potential significance, both for the phantom curriculum or hidden curriculum I'm speaking of, and for your own work, but I'm speaking to you as adults and on this continuum of morality there are about 8 or 9 things I would list as personal social decisions of the greatest significance that are breathing down our necks.

One of the items involved in this is the question of how we will improve our present naive use of technology. All of us have heard a lot about pollution and resource depletion and so on. I doubt whether you have read extensively recently, because it's been coming out very fast, the seriousness of the kinds of shortages that we have ahead of us. If the entire world were using oil as fast as we do, according to the Second Club of Rome report, as of about 8 or 10 weeks ago when it came out, all of our known reserves would be exhausted by 1982, 7 years hence. Now because oil usage has spread more than that we have a prospect of going on somewhere into the next century if we're reasonably prudent, but we have got to, in many ways, figure out some way to replace the fossil fuels that we have had.

I'm not so much concerned about automobiles, which we can electrify perhaps or otherwise power, but one of the little known things is that the phenomenon of American agriculture, which has created enormous surpluses, which in some ways were gluts in the 60s, is dependent upon oil. We use one ton of oil to create one ton of fertilizer, at least if it's the nitrate type, and of course somewhere in this era ahead, as we look toward energy resources, we have to also recognize that the phenomenon of American abundance is also threatened in these next 10 or 15 years, and one of our more important contributions and one of our more important tools in a sense in terms of politics and so on, is jeopardized. Let me put it this way; as of 1974, Canada, Australia, Argentina, and the United States had exportable surpluses of grain. We had far more than all the others put together. This is due to our use of petroleum-

based fertilizers. We have a real problem here technologically as to how we are going to improve positively what we are doing to meet some of our problems. I think we simply cannot continue. All of your projections show we'll get into a cul-de-sac. By the same token we need very quickly to move into a period of controlled evolution. In other words, we recognize that the enormous expanding concept of growth, growth, growth, which has been going on and on and on and which still exists at this point, 1975, sometime before too long will need to move into a more cylindrical kind of thing in which there is less expansion, fewer inroads on our resources. So we will move from growth to something hopefully resembling a kind of a stable state. This would mean then a stability in terms of the balance in our resources. But also inevitably on this very important topic, perhaps in the beginning of the next century, when many of you will, of course, be alive and functioning, we will probably move into a period of dynamic contraction in which we try with greater efficiency to do with less before ultimately, and ultimately isn't forever, perhaps 40 years from now, moving into a final era of dynamic equilibrium.

A dynamic equilibrium in which our resources and humankind are in a balance, roughly like the balance that exists between a goldfish and green plants in a sealed aquarium where each one supports the other. We had something very much like dynamic equilibrium when I was a child on our farm near Chesterton. Virtually everything cycled itself. The manure from the barns went into the manure spreader pulled by horses who also contributed to the fertilizer and went out onto the fields. And of course the people themselves, through the use of muscle power; and I remember those plates that my Aunt Cora used to pile up with eggs cooked hard as doorknobs as the threshers came through at 4:00 in the morning, meant that we were again keeping a balance between the hens and ourselves and our own muscle power rather than getting into the involvements which the comfortable growth period has given us, with the many machines that serve us but which we've got to try and restructure.

I'm not suggesting that we move back to a reply of the middle ages but we are challenged to do the kind of thing that was done with Telstar. Telstar, with two-fifths of a ton of copper in its innards, does the work of 75,000 tons of copper in a transatlantic cable. It is this kind of sophisticated use of our resources that we need to begin working on here and of course in those years ahead. So this is one of our tough social decisions. All of these are closely related of course. The second one is how at the transnational level we are going to modify, if we do modify them, the goals of the developing world. We have air and water, which everyone shares. We have the iron, the coal, the grain, the soybeans, the tin and so on. We need very carefully to work out some type of effective emergent utilization of these things less the world in a sense destroy itself. Perhaps not literally, but in terms of what it might have been.

One of our toughest problems, and one that will call for the most mature thought, is the fact that in the developing world many persons who are at the top of the socioeconomic pyramid in less developed countries sometimes tend to identify with persons who are also at the top of the heap in other countries, rather than identifying with their own people.

The third thing that's an important challenge to us is what policies--value policies, moral policies--will help us to restore and to retain the integrity of our military, governmental, political and industrial complexes. I think, as former Secretary of Labor Willard Wirtz said, that one of our big tasks is to figure out how to get the money out of politics and how to get the

"bullyism" out of it. "Bullyism" refers to when one tries to embarrass a rival by having the IRS investigate him or to obtain favors because of the job he holds. We need, in short, to look very carefully at our own political habits since our behavior is "moral", depending on whether we ask what we can do for our job or what the job can do for us.

At the present time efforts to meet the needs of our human subsets pose a challenge as in New York where the situation seems out-of-hand. I'm not suggesting that what is happening in New York City is bad--I don't know the details of it, but I am saying that in the U. S. as a whole we have a finite amount of money and we need to be careful in education, placement, counseling, guidance, etc., to see that we deploy this wisely.

In ten years the cost of the Great Society has come up 378%. We have moved from a 1937 federal budget of nine billion dollars to 116 billion dollars for subsidies alone in the coming fiscal year--subsidies for oil depletion allowances, funds to pay the veterans, medicare, medicaid and so on. Granted that most of us have been very much impressed by, and eagerly working for, ways in which we can increase what I call the GHW, Gross Human Welfare. We also have a question of what is the best way to spread the funds we have.

We have the old, the young, youth, disadvantaged, handicapped, a whole array of persons. If we let ourselves get into the position where we are unable to maintain the gains that we have made, we are in trouble. The week before last I was talking to Wilber Cohen, who helped develop Social Security legislation and who is now a dean at the University of Michigan-Ann Arbor. Dr. Cohen said that under present provisions Social Security would be broke by 1980. In other words, the structure that so many people now rely on would go "down the drain." Dr. Cohen says this can't happen and won't happen, costs will have to go up. This is because when Social Security first began there were seven wage earners for one recipient. By 1985 there will be two wage earners for one recipient because of the aging of Americans.

This calls for careful planning so that we are not caught with our Social Security down! We also must recognize that it's impossible to try to cut off any of these programs since many--over 90%--are the law of the land.

Another problem of the present: how will we maximize the value and minimize the problems of mass media? In an age of incipient panic we've got to do our best to see that some irresponsible person who is hungry for headlines doesn't feed us half truths as he seeks to develop visibility as a commentator or writer. We also have "behavior mod" to think about. This is the question of how best to cope with the electronic, the chemical, and the psychological skills we're developing. On this dwindling list of problems facing society I'd say that we need to make up our minds as to what the "good life" really is.

An eighth problem that troubles me is the question of how we cope with the have/have not problems of the world, beginning with those who are poor in the U. S. and then going overseas. This is a difficult question. At the present time, according to the estimates of the World Development Corporation for which Father Hesburgh is the Chairman of the Board, at least 1,000,000 people will die in 1975 through starvation. It's not a matter of the lack of food, you know, because a lot of it is lost through thievery or spoilage of one kind or another. The fact remains that we have a very tough problem as to how we cope with this.

Last on this list of problems is the question if whether or not Americans are ready to relinquish some of their high consumption patterns. I think our educational challenge over the next 10 to 15 years is extremely clear and that if we are to have a meaningful kind of relationship with the people that we work with in schools, we've got to clarify in our own minds where you and I want to go and what we want to accomplish.

We need to be both tough-minded and compassionate. On the one hand we must not divest ourselves of America's basic strength to help others--but up to this point we must do all we can in our interdependent works. In Garrett Hardin's words, we need to observe the "lifeboat ethic," and not pull so many persons aboard that our little craft sinks. Yet we must help as much as we can.

I've tried to sketch briefly, yet in broad strokes, what I think we should bear in mind as we confront tomorrow. And I think we'll make the right decisions. We Americans have a marvelous track record--good credentials for survival! The question is whether or not we are able fast enough during a 15 year period. Let us remember that human destiny is what we make it, and there is ample time as yet to do what we need to do.

Dr. Shane is University Professor of Education, Indiana University

WHOSE JOB IS JOB PLACEMENT

Speakers: Ed Hornback, Coordinator, Indiana Research Coordinating Unit; Dean Ransburg, Dean, Student Services, Indiana Vocational-Technical College; Genevieve Kline, Office Supervisor, Indiana Employment Service; Richard Morrison, Coordinator of Guidance, Elkhart Area Career Center

"WHOSE JOB IS JOB PLACEMENT?"

Genevieve V. Kline,
Office Supervisor
Indiana Employment Service

The Employment Service has been actively involved with the placement of youth with the passage of the Wagner Peyser Act on June 6, 1933. As Charles O'Dell mentioned in his part of the article titled "Whose Job is Placement?" The Employment Service had working arrangements with more than half of the 26,000 secondary schools.

Approximately a quarter of the yearly placements of Employment Service are youth. This has been true since the early 30's and 40's when the ES started to help youth find employment. As counselors, you are aware that you can lay out the best plans in the world for these young people but eventually they have to make the choice. The choice is theirs. All you can do is advise. Now, as both Dr. Pritchard and Mr. O'Dell said, we need a little conversation with, not only the student, but also with the parent, if we're going to work this thing of career planning out. We need more exposure for students and I will deviate, if you don't mind, because I feel very deeply about this.

We need more exposure of our youngsters earlier, possibly down to the 5th grade. I think if we could get it (the study of occupations) in the grade schools so that the students know a little more about jobs and what's required. We know in our office that someone may come in and say "I want to be a doctor," without realizing how many years of experience and education it is going to take and what sort of grades they have to have even to be admitted to medical school. They need to know earlier what is to be expected of certain types of occupations. I had a friend who started teaching at Crooked Creek School in Indianapolis about ten years ago. She started a study of occupations by students in the 5th grade and really it was a wonderful thing. The interest and enthusiasm of the children was amazing. Of course, they started with jobs easy to define such as truck drivers, policemen, firemen. The entire class was exposed to the job duties and tasks. The students wrote papers on job duties and really those students I feel sure when they get to the point where they have to make a career choice are going to know more about what the choice is going to entail.

I did take a lot of notes from the article "Whose Job Is Placement." Transition from school to work presents a hard choice especially for those who are unqualified academically and vocationally. During the past, I'd say 10-15-20 years, our school system has been pushing for the excellent, the gifted child so to speak, and we shunted those who were average or a little above and those who were slow. Sometimes the slow students were just promoted and they would get through high school and come into our offices and we really couldn't do much about them. And then of course we have gone through fads, this is something that Dr. Pritchard did not get into. Applicants would register with the local office having been exposed to a fad in the school such as certain schools where the ABC's were not taught. The idea was that the student would learn first by association, in other words, you put the roof on the house first and not having a foundation it fell. We employed these same youths in our office who didn't know their alphabet. We hired them as file clerks and we had a mess. They couldn't spell and therefore they couldn't file. But I do know this, there needs to be closer communication, there needs

to be more dialogue between the schools and the Employment Service, we have the tools. We've published a number of occupational handbooks, one put out each year which tells a great deal about many occupations and what's needed to qualify. Also we publish a monthly occupational handbook plus a dictionary of occupational titles. Some of these are free and some have a price to them but I think that you will find these tools very useful so why not buy them; they're very reasonable and certainly will help you in making some decisions.

I am happy about one thing and that is we are getting away from believing that people who work with their hands aren't worth very much and shouldn't take too much interviewing time. I'm glad that we're going back into giving proper consideration to vocational work and I hope this idea gains a great deal of prestige. You see, in Europe, anyone who is a craftsman is treated with a great deal of respect in the community. Personally, I admire people who can do anything with their hands because I've never been able to but I love to touch beautiful things made out of wood, I can't stay away from them. I hope that in the future vocational occupations will receive more respect in the school and the community. Of course, everyone needs a broad education to enjoy a full life. I'm sure you agree.

However, I feel that vocational training in the near future is really going to receive more recognition. As an employment service person, if students come in trained we don't have nearly as much trouble helping them find suitable employment.

Dean Ransburg
Dean, Student Services
Indiana Vocational-Technical College

Ivy Tech itself is a rather new organization in vocational training here in the state of Indiana, and we're still learning a lot of things. However, it will be a real pleasure for me to share some of the philosophies and the ideas that we are working with at the College, and try to answer this question of "Whose Job is Job Placement?" It may sound trite, but at Ivy Tech, we feel that <u>everyone</u> has the job of job placement. And I'll try to explain this a little better as we go along.

Though Ivy Tech was created in 1963 by the General Assembly to provide post-secondary, vocational-technical education in Indiana; we actually didn't start offering degree credit work until 1968; so we're "the new kid on the block", really. I'd like to spend just a little time explaining the structure of Ivy Tech so you might better understand what we're trying to do in the post-secondary area.

The College was, as I said, created by the General Assembly, and is governed by an eleven-member Board of Trustees appointed by the Governor. The State Board of Trustees selects the president who then sets up the central administrative staff; they also appoint a seven-member Board of Trustees for each Regional Institute. There is a Regional Board responsible for the operation of each of the thirteen Regional Institutes. The Regional Board hires the Regional administrator, who then hires his Regional staff.

Within each of the thirteen Regional Institutes, there is an Office of

Student Services. In the central administration there is the Office of the Dean of Student Services, which is my position at the present time. My task is coordination of the functions of these thirteen Regional Offices of Student Services.

The Student Services Office has a broad range of responsibility. We are responsible for all areas of student life, from initial contact with a prospective student through placement up to and including the alumni activities and programs. So it's a very broad range of responsibility. The only area we don't get involved with in student life is the academic advising, per se. We again, as counselors, do have an impact and inter-relationship with the academic division, but our responsibility is non-academic student contact.

We find that our work at Ivy Tech breaks itself out into three phases. The first one is pre-student contact, which involves a variety of student ages. A pre-student doesn't necessarily mean someone coming to us directly from high school. We find that about 20%-25% of our students come to us right out of high school. Because of this we don't deal as often with high school counselors in getting students as some of the more established sister institutions in the state.

Our job in working with pre-students is to identify, to inform, and to attract potential students into Ivy Tech by making them aware of the programs and the services of the College. The Student Service staff is expected to provide students with vocational guidance for program selection. Students often have misconceptions of what vocational programs require. We find that high school counselors are doing an excellent job in preparing many of these students we contact, but some students still are not aware of the differences in programs, categories, and opportunities of vocational education. For those students who have no definite goal, we provide assistance in making their program determinations.

We're also responsible for financial aids and for providing housing and transportation assistance. Housing is a unique problem for Ivy Tech in that we have non-residential campuses. Since we do not have dormitories, our job then is liaison with the community to make arrangements for those students who wish to have housing in the local area.

The second phase begins when the student is enrolled. Student Services has the responsibility for maintaining a program of student activities. The student government and extra-curricular activities, for example, fall under the Office of Student Services. Student Services maintains records on the students, does institutional reporting, both regionally and state-wide; and does biographical and demographic surveying to determine the type of student body that we have. Since we are a two-year college, our student bodies change quite rapidly; so we constantly monitor the current make-up of our student body. We are also responsible for maintaining student's academic records.

The responsibility for financial aids carries over into the student phase. Often, entering students do not have a financial need; but as they continue, they discover that they do have. So, the area of financial aids extends into student life. Here is where part-time employment becomes a very important function of Student Services' work.

Counseling students with personal problems is also a responsibility of

the Student Services Office. Many times this involves an inter-relationship between the student, the faculty, and the administration; or helping students identify their problems and become aware of the solutions that are available to them.

As students near the end of their college activity, the Office of Student Services is responsible for placement of graduates into initial employment after training.

In the third or post-graduate phase, we are very much like most any other institution in that we are involved with activities and programs for maintaining alumni relationships. Placement is again one of these gray areas that carries over, as the services of our placement offices are available to graduates as well as students. Plus there is the area of follow-up which we consider to be an important adjunct to our placement activities.

The procedures for placing of prospective graduates are not something that can be designated for one specific time of year. Our Regional Offices are constantly in contact with individual employers throughout the local community, and with the various state services, including the IESD offices. We try to maintain a bank of employment opportunities, full-time and part-time, to meet the needs our students have.

During the past year, we have had a task force of Directors of Student Services working on a handbook that is an operational guide for our placement offices. The task force recently completed a 46-page document which they consider a starting point. This document is now being distributed throughout the 13 Regional Offices for review by the Regional administrators. We are seeking suggestions, corrections, and criticisms, so we can fine tune this into a working guideline for the Regional Placement Offices.

At Ivy Tech our placement system starts when the student advisors identify prospective graduates to the Regional Office of Student Services. The Regional Office requests the candidate to indicate whether or not they desire placement assistance. We find that many of our prospective graduates do not request placement assistance for varying reasons. Some have secured a part-time job which will develop into full-time employment. Some have made direct contact with an employer through occupational field training courses in the last quarter of their program.

If the student does not request placement assistance, then we try to document why not. We want to be sure that we're not missing anyone who may be unaware of the service. Those who do request placement assistance receive help from the Regional Student Services Office in terms of preparing resumes, preparation for interviews, and assembling a placement package that will help them get the best job possible.

As we learn of the names of prospective graduates, the Central Office prepares an initial employment report form for each candidate. These are sent to the Regional Offices so they can report when the graduate has been placed. As graduates are placed, the Regional Office of Student Services will record the position, the starting date of employment, the starting salary level, the employer's name and address, the number of miles from home and the number of job offers that the student received. The Regional Office forwards the original to the Central Office and keeps a copy for Regional records.

We use this information in varying ways. We can identify, for instance, if there are sufficient jobs to continue to support a program. If we're running out of job opportunities, this may be an indication that perhaps we are flooding the market. We use the number of miles from the student's home to determine if the jobs are available in that particular community. It may mean that the program should be discontinued, or be considered for movement to another Regional Institute where the job openings are available. And, we do have this flexibility within Ivy Tech.

The function of the Central Office is to coordinate the College-wide placement activities. We also do tabulation and reporting of placement results from the initial placement reports. In addition, we maintain a state-wide placement network, where we relay to 13 Regional campuses a notice of a job opportunity that is available in any part of the state. On the converse, we also use this state-wide network to identify to our Regional Institutes a student who may be wanting to move, or may be looking for a job in another part of the state.

The College's responsibilities don't end with initial placement. We feel we must continue to maintain close contact with our former students. Thus, follow-up is a post-graduate activity in the Student Services office where we seek input from our graduates after they leave.

The first thing the College performs is a 6-month follow-up survey of graduates. On the questionnaire that we send out, we assess graduates' current employment, their satisfaction with their current employment, whether it is in a field related to their training or not. We ask them to evaluate the assistance they received in placement from the College, so that we can determine if we are getting our job done and how well. On this 6-month questionnaire, we ask them to evaluate the training that they received from Ivy Tech for the job that they have, and we also request suggestions for improvements. And believe me, we get a variety of suggestions from these questionnaires.

I think that you can understand why we're so interested in this follow-up input. We must be preparing our students for today's and tomorrow's jobs. Preparing a student in vocational education for yesterday's job is worthless; and follow-up is one method that we use to make sure that we are doing our job.

Another part of the follow-up activity is our employer follow-up, which is rather new to Ivy Tech. It was a pilot project this year in one Regional Institute. Quite frankly, we had some serious reservations as to the type of response that we would get from employers when we asked them to evaluate the graduate as an employee. However, we were delighted to get a 92% response from the supervisors of these graduates. Employer follow-up will become a state-wide activity in all 13 Regional Institutes in the coming year.

On the employer's questionnaire, we asked the supervisors to evaluate the job skills of graduates as employees and their work habits. We asked supervisors to give us information regarding salary improvement or job advancement. These are usually limited because the survey arrives between the 8th and 10th month after graduation, which is a rather narrow time span for much advancement. However, we were delighted to find that we could identify some progress even in that short space of time.

We asked the supervisors to evaluate the training that the student re-

ceived at Ivy Tech in terms of its value to the graduate as an employee. We asked for employers' suggestions on improvement of our training. We maintain this system because of the input that it gives us in terms of making our training valid for the students who are preparing for tomorrow's jobs.

The third part of our follow-up effort is an 18th month survey of the graduates. After they've had more time on the job, they can better assess then the quality of training that they received. We change this questionnaire format to get more detailed information about job and salary advancement. We ask if graduates have had need for additional training or retraining in the time since they left Ivy Tech. We ask them to record for us the type of employment changes and reasons why. If they are changing employers, is the reason our training, or is it the opportunities that are available, etc. Again, we request suggestions for improvement to the training programs, and identification of new training needs. The world of technical training is changing so fast, that we use every potential source of input to make sure that our training is relevant.

There is also one other follow-up activity that goes on, not in the post-graduate area, but the student area. We maintain a system of student tracking at Ivy Tech which breaks down into basically two components. Instructors will notify the Student Services Office when any student terminates throughout the 12 weeks of the quarter. As soon as a student has terminated their training program, we want to know why. Usually the instructors will be able to tell us. If not, then the Student Services Office has a responsibility to determine the reason. The other component of our student tracking system concerns those students who complete a quarter but do not return for the subsequent quarter; and again we want to know why. These results are tabulated, summarized, and used as management information tools throughout the College.

We in Student Services recognize that the bulk of placement is done through the faculty. Those are the people who are maintaining a constant contact with their peer groups in industry, in business, in health occupations, and in the trade/technical areas. They're the ones who are in the best position to identify job openings. The faculty keeps aware of local job openings, and they are able to place many of their graduates as soon as the student's training has been completed. Student Services' responsibility is coordination of the placement operation. The Regional Student Services Office serves as a backup for students with unusual circumstances; those who may be moving out of the regional area, or those with other problems or situations that need special attention.

That's why I said that the job of job placement at Ivy Tech is everyone's responsibility. And the job of job placement at Ivy Tech really has no beginning and has no ending. It's a continuing part of our constant operation, and one that we feel deserves the highest priority in each of our offices and our day-to-day activities.

Richard Morrison
Coordinator of Guidance
Elkhart Area Career Center

I feel like that fellow must have felt in a story that Dean Berkey from IU tells. While looking at Ed's notes here, and now looking at my watch, and

knowing a question and answer on this matter would be helpful - time becomes scarce. Dean Berkey tells a story about a fellow who is an expert on sex education and he was asked to give a talk at a gathering similar to this. Time boxed things in and finally the man in charge who introduced the speaker who was to speak on sex education said something like this. "It gives me great pleasure to introduce Mr. Zest who will talk to us this evening on sex and I've asked him to be very brief." Mr. Zest got up and said, "Ladies and gentlemen, it gives me great pleasure," and he sat down. So I want to give you quickly our placement procedure. This centers in our placement activity at a secondary area vocational technical center. The topic at this conference, and I took you at your word, was, "Whose Job is Placement?" Very briefly I think it's a job of the formal school, along with other agencies that are involved, and schools recognizing agencies are involved in other ways. Talking from the standpoint of a secondary school, as a person working with the guidance services at an area vocational center, I don't think the placement responsibility falls entirely with the guidance services at the voc/tech center, but with total district and staff. I think the total comprehensive school system has indeed a mandate to do placement work and I'll say a bit more about that in a minute. I think we will have a great deal of trouble getting this viewpoint adopted from within the system. It may take research and development or outside pressures, for I know school boards and superintendents will see cost factors, if placement is done properly, and they will see a slight infringement on the rugged individualism that supposedly exists within the present way of doing business. A lot of people feel that it's a good thing that a young person comes out of a secondary school and flounders around in the job market for a while; this will open his eyes. And I think we're finding in this day and age it's going to open some of our eyes for when the youngster finds the frustrations that exist in the complicated employment situations that we have before us, they have other options and there are more and more of them who are turning to those other options for income. If we do not do something in the way of placement activity at the secondary level the numbers who turn to the other options will continue to grow, so I see placement a must for all students. We must not limit placement work to just the good, well qualified, well trained, young person coming out of a secondary general or vocational program. Those well qualified are easy to place. I see placement as a growth opportunity in working with students.

Now, the next critical thing I think we must think about in placement is that of, "who is the client we serve?" I guess that's the way I can say it. Who is the client that you, when you structure placement activity, serve? Is it the employer; society in general; or that young person who's been in the educational system and the societal system? I am a bit ashamed of some of the things that go on in our educational system with regard to preparation for transition from the system to life and to work. This hidden curriculum that we heard about before exists within the school structure and teaches concepts that do not assist in the survival in the world as it is. So I see the placement service must be student centered. I can give you illustration after illustration. Hank said before the meeting, "When I hear of a job placement possibility I get real excited." I thought immediately of a call I had 3 days ago from a trailer factory saying, "I need sheet metal applicators right away." I said, "Oh, great", and I felt like Hank felt. At this time, when we have 9½% unemployment in Elkhart I want to get some of our kids in our mobile home training program placed. The man needed 3 people. Who did they call, how much does it pay? Well, they call Joe and we'll pay what they're worth. (This sounded a little bit shady.) I said, "Okay, I'm going to look for some students and get them out there for interviews. Fortunately, the first 3 young-

sters I called to tell them to go over to see Joe for an interview were not there and it was Friday afternoon so I said to my secretary, "We'll write them a letter. They'll have it on Monday morning. That way they'll have Joe's name. They'll have the phone number to call, the name of the company." I dictated the letter. She typed them and I said, "Give them to me, I'll drop them in the post office. That way I know they'll be in their hands Monday morning if they're in town." I picked up the paper on my way out to the car and I looked in the back and Joe's Industries is on strike with the workers in front picketing. I now know Joe's trying to get new neophytes to cross those picket lines and take these fellow's jobs. One must be careful in what you get into in placement and the kinds of real situations that exist. There is story after story but again, my mandate is be brief. I feel in the placement work being done at the secondary school or wherever it's done, it should facilitate accountability.

Pritchard and Odell and some of these U.S.O.E. people contracted with a research group to test that hypothesis that placement services will improve the accountability and strengthen the ties between the school and the agencies actively involved in this transition process from school to community life and work and they found in 90% of the cases reviewed in the literature, this does happen. If placement is actively carried out by the secondary school, program curriculum modification will take place, and there will be a better accountability, but again, it cannot be an isolated function of the vocational counselor or the vocational services. It has to be an adopted procedure by the school board and the top decision makers in your district. And again, this is difficult to accomplish but this is one place for placement programs to think about doing some ground work.

When you come right down to placement strategies we are doing a lot of material production. We have some handouts; how you make/fill out aps, how you interview, kinds of information to take with you to a job, etc., but if you're talking about a youngster at the secondary level he needs to be hand-guided through job seeking and you need to have emotional involvement with him getting the job. You need to have this sort of involvement with not only the good kids but some of those kids that haven't caught on to the fact that good morals pay off. You have to use it not only as a job developing kind of service but with a student developing kind of service.

Thinking about follow-up, and I know you're actively pursuing some follow-up strategies and techniques, but the follow-up should lead to further placement service for if follow-up identifies youngsters hanging out in limbo and we just report them as numbers and we do not do anything about it, we're going to contribute to the societal dilemmas that we already are facing now with kids taking unacceptable alternatives; beating up old ladies and robbing garages. That is exactly what's happening in many of our communities. Earning your living morally and properly is a habit that has to be developed and the school has to assist at the critical point when the youngster leaves the school. If he can't get into the job stream and earn it legitimately, Madison Avenue has created so many appetites, that he's going to get it some other way. So I think placement is a responsibility of the school. There are many other agencies involved. I would like to see closer interaction between employment service and the schools. I do not think that the school needs to assume the totality of the responsibility but they need to be the craftsman behind the design that gets the job done. And that's where we are in our thinking and our planning.

Now last night on Johnny Carson, Orson Bean was telling about 2 guys hanging in the dungeon. They'd been strapped up and, this is a bit of humor but it shows the American scheme I think, I hope, with their feet about that high off the ground, long beards, they may have been hanging there 8 to 10 years and one turns to the other and says, "Now this is my plan."

I think we have to look at placement with this kind of optimism and determination. We have some real challenges. The economy seems to be against us. School boards and superintendents are going to argue long and hard because they are caught in a box too. But we have to be optimistic and have a plan and I can see no better leadership for that than the vocational guidance people.

Edward Hornback
Coordinator
Vocational Education
State Department of Public Instruction

I would like to comment on Dave Pritchard's published comment on job placement. Dave's philosophy in that particular article was, job placement must be school based and community linked, and I agree with that but I do not think that is quite far enough along; it needs to be defined or refined farther than that. Vocational educators have had a lot of interest in placement and probably rightfully so, but sometimes I think they talk and maybe are not as actively involved in placement as they should be. There are some good excuses for not getting involved in job placement.

Maybe I should stop and say that I am aiming specifically at job placement. I am going to vary a couple of times but I am trying to answer this question, "Whose job is job placement?", with my personal opinion. There are a couple of excuses that people might use. They could say for instance, "General educators do not worry about where their people go, so why should we?" I have heard that before. Another excuse is, "Can't we cause ourselves to be over accountable? You can account for yourself to a certain extent, but when you become over accountable you can run yourself right out of a job." That is a philosophy that I have heard at times and I do not agree with it. An overall rationale for this philosophy would indicate that political suicide would be committed for vocational education if it becomes over accountable. I think that is ridiculous.

Obviously, people here are interested definitely in job placement, and you are willing to perform this job placement function not because you are interested in it for the sake of what people think, but to walk down the street and see one of your students that you have had in school and look him in the eye and say, "How are you getting along on your job?" And I think that is what we are all about in vocational education.

I repeat the question, who should do the job of job placement? In my opinion, it is not vocational education's job totally. Anyone calling himself an educator should do the job in job placement, whether this job placement would be for garbage collection or whether it would be for aeronautical engineering, an educator has that responsibility. Other agencies such as Employment Security should fit into the picture. They fit into the picture for

those people we missed, but we have that basic responsibility to worry about job placement. If educators do not realize this, I do not know who would, because there is a job to be done before job placement. Students need something to get to that job and that is what our job is as educators. The optimum goal we should be reaching for is to put a student in a job or a career. I would say that vocational education is making a strong bid in job placement. It is obvious by this project and others going on in the state.

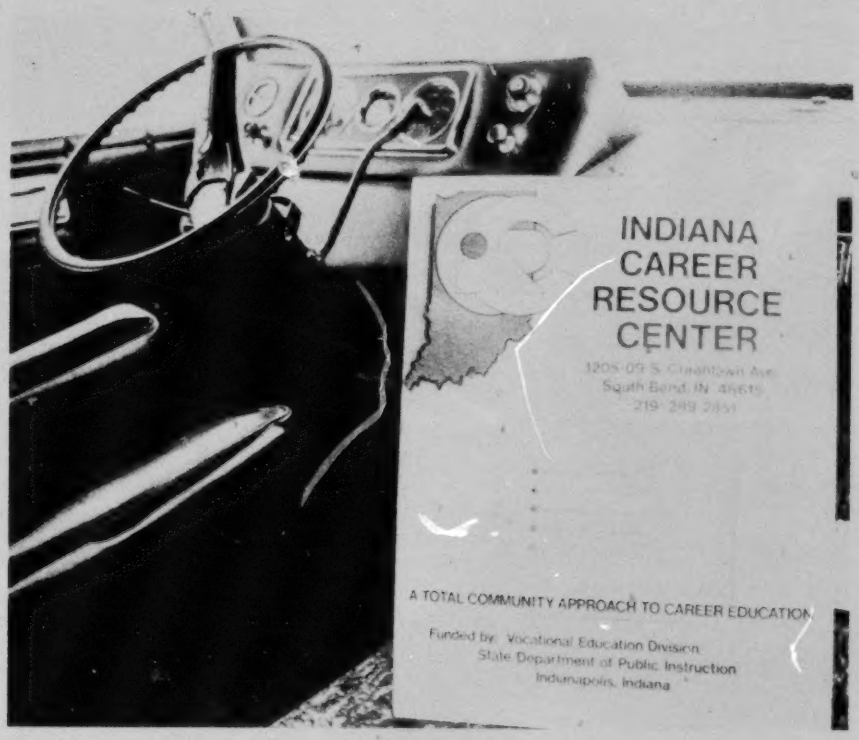
We are at the position where we can place students when programs end but we should be concerned about placement whenever a student leaves an educational agency. I do not care whether they are 9th grade or what level, they need to be placed somewhere or have guidance from somebody. So, as educators, I see we have that responsibility. I am sure the secondary, post secondary and higher education agencies assume responsibilities for placement, but we are missing some of the students I am sure.

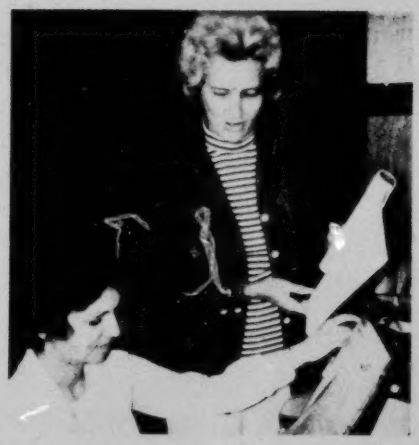
Another question I would like to pose instead of whose job is job placement is, when will educators face the fact that final job success is the only goal they should be attempting to achieve and education not relating to a student's job success is a luxury and should be labeled as a luxury? When will tax payers, speaking as a tax payer, get fed up with paying for luxury education for anyone that comes along and can be sold on it? I am not sure but what this is not the same as Dr. Shane's hidden curriculum.

I would like to conclude concerning job placement and comment about our federal project. I have not heard anything from Washington, D. C., about this project that Dick is directing. Since I have not heard anything about it, it must be going great.

Dick suggested maybe I could comment on regional planning. I think job placement definitely has some involvement with regional planning. Dean Ransburg has pointed out that Ivy Tech is definitely involved in a regional set-up as far as placement and follow-up is concerned. It is coming to us, it is down the road a little and I think the time will come when job placement will just be one part of our regional planning effort.

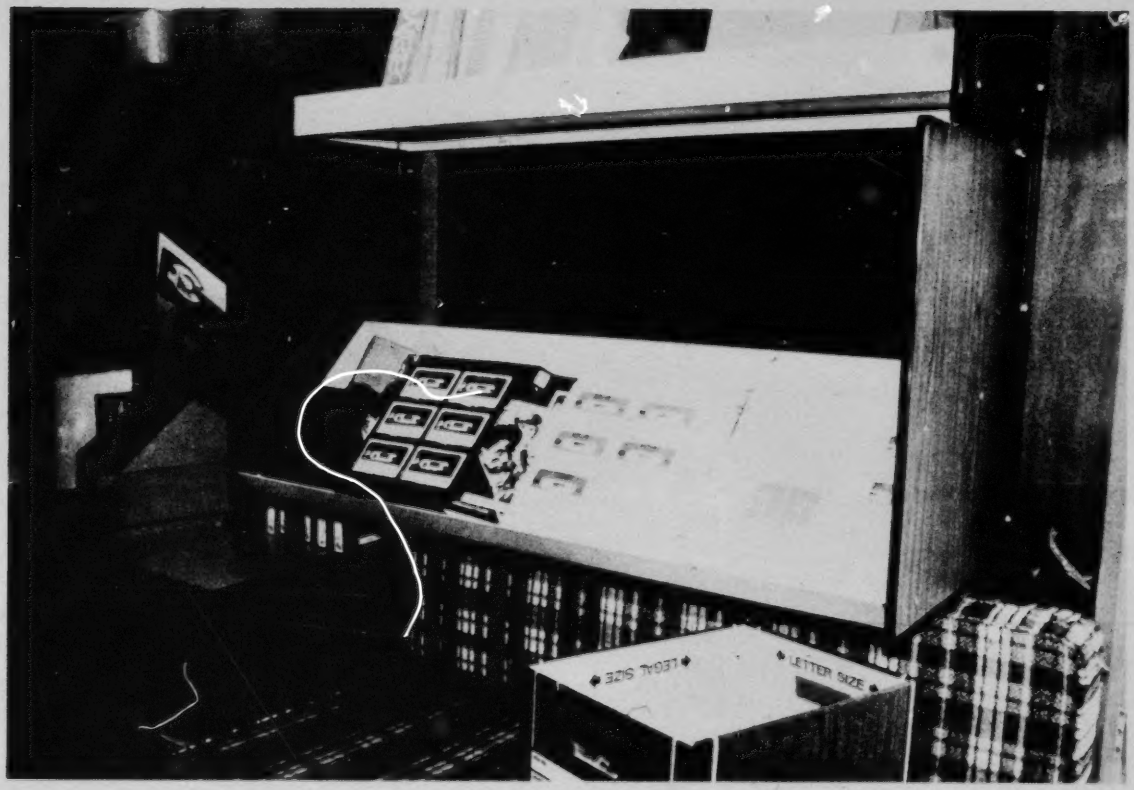
Another thing I might tell you is that one of the priorities for next year for Part D, Exemplary Money, is implementation of placement projects. Information for these projects definitely will come from what you have developed in this project and the others in the state. I do not think it will be a cookbook that will be developed out of this. It will be information that New Albany is doing that is good; we are going to have information that Evansville has developed; we are going to have Purdue's products.

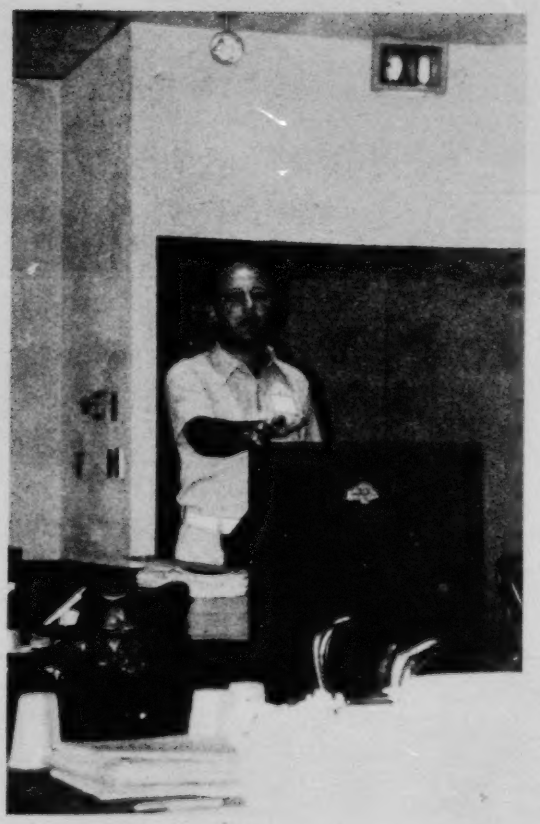




Above: Betty Morrison, Indiana Career Resource Center, South Bend

CAREER RESOURCE CENTER VAN





STUDENT PLACEMENT SERVICES - AN INTEGRAL PART OF CAREER EDUCATION

Speaker Jack Martin, Director, Student Placement, Flint Michigan; Regional Coordinator on School Base Placement Services, Guidance Division, American Vocational Association.

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"STUDENT PLACEMENT SERVICES - AN INTEGRAL PART OF CAREER EDUCATION"

by
Jack Martin

I want to compliment you on your choice of facilities. When Michigan has a conference of this nature we use one of our state parks and they won't let us in. You folks know how to go first class.

I have to assume that you have me here to learn a little bit about what we do and how we do it. Before I start I'd like to get a feel for the group in terms of who you are and what disciplines you represent. I'll do that with a quick show of hands. How many of you folks are right now involved in some kind of job placement activity? How many represent a state department of education? How many college people? Now how many high school people? Area skill centers? Any co-op people? High school co-op people? That's good, I could talk about our co-op programs because there wouldn't be anyone here to question my accuracy. Excuse me but - the old saying, if you're 50 miles from home, you're an expert.

I want to caution you that what works in Flint, Michigan might not work in Indiana. Driving down yesterday, my wife and I were impressed with the breadth of the farmland as we came down I 75 and across I 70. In doing so, I had to think of what a job it would be in terms of placement, when most of the jobs in that particular area have to be agriculturally related. In Flint, Michigan, we're an industrial city, with a population of about 250,000 people, 80,000 of whom work for General Motors. I'd say in the area of 65% of our population are involved in some kind of industrial work. That means our schools take a little different tact than perhaps yours might, although I learned last night that you have areas in Indiana that are very similar to Flint. As you put together a state plan for placement, it's going to have to be very flexible to encompass the different kinds of areas that you have and to provide services to all the students of the state of Indiana. And that's our concern in Michigan too. Fifty percent of the people in Michigan live in a radius of about 30 miles from Detroit. Flint is just about 50 miles from Detroit, so half of our people are rural people too. When your state puts gether, and we're doing this at the present time, a state plan for placement, it has to take that into consideration - the industrial-rural mix of your population.

I'd like to give you a little bit of the history of placement in Michigan and then see how that might fit into what's been happening down here. Placement, as most of you know, is nothing new. If you go back into the literature you will find that counselors were talking about placement as being one of their functions. Lillian Buckingham tells me placement started in Baltimore in 1928. Ray Wasil in Akron, Ohio has been involved in placement for a long time and when you go into the typical school, you'll find that good teachers have been doing placement all along without any organization, without any format. Probably everyone here has helped one of their students find a job, get a scholarship or enter college. In other words, you've assisted them in taking that next step in their life beyond high school, and when you start try-

ing to define placement you have to give it that broad kind of definition. It's helping students take the next step in their life after high shcool that placement is all about. In our case, we even backed that up a little bit to about the 9th grade. We attempt to assist students find other alternatives through the use of placement in the early junior high and senior high levels.

In Michigan there was some formal structure. Probably the first people doing placement were the co-op people and they have a corner on the market. By law, if they're funded by vocational education, they have specific responsibilities in the area of placement. Some newcomers into the placement area were some of the federally funded programs, such as the neighborhood youth corps. We receive Work Study monies to operate a special placement program. So as placement grew, we could see some trends in Michigan. Michigan, about 5 years ago, when they were just getting into the Area Skill Center business, decided to fund some exemplary placement programs and they picked seven skill centers to provide an indepth placement service to their graduates. They were funded on a three year basis and they did a very fine job. In fact, they published the statistics and the average success rate was 95%. Ninety-five percent of all the skill center graduates were placed. They included successful placement in college, military, and those students that, by their own choice, left the labor market. Perhaps they married and decided not to seek work, but 100% of the skill center students were accounted for. When the legislature started to look at this, they were very impressed. Here they saw some operations, primarily skill training, that had almost no dropout rate, that had 100% success in placement; at the same time they were looking at statistics that said that 30 to 40% of the young people in a particular age group were unemployed and I think some of our legislators looked at that and said, "I wonder if we could take that placement concept and put it in a comprehensive high school? What effect would it have?" Well, about this time nationally, other states were becoming involved and, as you're aware, two states now have mandatory placement legislation, the first one being Florida, and that was just last year. Shortly after that, Virginia. Michigan has had two placement bills submitted. The first one dies in committee, the second one is on the floor of the Senate right now and that bill creates a mandatory job placement service for all high school students, in fact, for all young people 16 years of age and older, be they in school or not. I'm sure that the handwriting is on the wall, and I think Ray and Lillian probably will talk about this more. The trend is for high schools to provide a placement service to their young people, residents of their areas, including dropouts. Our legislation is so broad that the public school system will provide this service to all residents, all taxpayers, meaning parochial school students, including those who have left school. We have to provide mandatory placement services to special ed students, up to age 25; we have to provide a form of service to just about every person who is a resident of our community up to the age of 21. That's a real burden, as most of you are aware.

In most of the placement programs they have been finding out that you can't find a job for anyone, you have to prepare a young person to find their own job. You can't convince an employer to hire every one of your graduates if they have nothing to offer. The reality of the private sector of the business community is such that they're going to hire the very best applicant they can find so our job as educators then, and part of this placement job, has to be to help prepare our students to meet the demands of the labor market. Now you have a lot of forces that work against that. Many federal monies (the neighborhood youth corps is a good example) designate low income as a requirement

to receive that particular service. Those jobs for the most part are in the public sector. Most of our young people that go into that program, up until now, have not learned the value of a competitive interview or competitive job, and unfortunately most of those jobs terminate when the student graduates from high school. Very few of the government employers in our area will hire a student after the program is over. They'll take the free ride. As long as we're paying the salary of the student, they'll work with the student. In Flint we're trying to restructure this whole thing to make employment not our responsibility as much as it is the student's responsibility. In fact, I missed your program yesterday, I'm sorry we didn't get here until about 4:00, but I know that you must have struggles with that one question, 'Whose Responsibility is Placement?' In Flint, after two years of struggle, we've arrived at the conclusion that it's a team responsibility. It's not the counselor's responsibility or my responsibility, but it's a combination of all of our responsibilities, including the business community. The business community has a vested interest in the operation of our program. I would say that the health of our community is inextricably linked to the health of our schools and our schools are only as healthy as our programs and as our students. In an urban city such as ours, where we have a dropout rate as high as 10% per year, that means that 40% of our students who enter the 9th grade may never graduate from high school. We've been able to whittle that down in the last two years to 9.3% and we have hopes of whittling it down further. The placement operation, whether they knew it when they set it up or not, has become the accountability instrument for the schools. How successful are the schools, not just in finding jobs for their kids after they leave, but teaching them something while they're there and reducing things like dropout rates? Can we keep our students in school long enough to teach them something?

To give you an idea of our structure, I report directly to the director of Secondary Education. He, in our school system, probably is the most powerful person because he directs all of the high school principals who make all the decisions on whether you implement programs or not. You can have a beautiful program and if the principal doesn't buy it, you might as well forget it. So consequently, I'm able to take suggestions to him and he implements them with the principals. I measure whether or not the programs are successful by what happens to the students, so in the placement area we are responsible for the follow-up study. We're responsible for evaluating the success of our students as they enter the labor market and I suspect we're going to become involved in measuring their success in training beyond high school, be it an apprenticeship, a two year technical school, or a four year degree earning institution.

The follow-up function as part of placement: this varies all over the country in terms of who's responsible for it, but the follow-up function, whether administrators will realize it or not, is a tremendous lever for change. When you do your follow-up study, you disseminate your information and you involve counselors and teachers in workshops, and this is another function of the placement department, you're going to get change. You're also going to get resistance. I'm kind of rambling but there are a lot of things I want to talk about and I want to try to pull it into a framework that will show you that placement cannot exist by itself set off in a corner. It can exist for a limited time. Its effectiveness will decrease with time rather than increase, unless it's part of the total school structure; unless there's some accountability built into it; unless it's recognized by the people that are responsible for implementing and carrying out programs; the building people, the

counselors, and the teachers.

We made the mistake in Flint of jumping into the ballgame without any preplanning. In fact, it's interesting that I would be the first speaker this morning because when I was hired in August to set up a placement program, we immediately went to Akron, Ohio, to find out how Ray Wasil was operating and we pretty much copied his program and brought it back to Flint, but we didn't have time to involve people in the planning to make it successful. I was hired in August. I hired a staff of five people in September and we were operating in October. Counselors, co-op people, principals and teachers were frankly saying: Where did you come from? Who are you? What's this going to do to my job? Are you going to take it over? Is the placement office going to be responsible for the co-op program? What role do counselors have in all of this? It was a very traumatic kind of thing. My background includes being a group facilitator and process leader. I spent most of my time trying to facilitate communication between different groups. It was a real donnybrook the first year. No one wanted to do anything and anyone that did anything was immediately looked upon as someone that was trying to rock the boat.

Where does all this come from and where does it go and how can we build success into our programs? If I were to do it over again I would take the time to involve the school staff, the counselors particularly; the co-op people; all the peripheral programs; the neighborhood youth corps; the work study people; the work experience programs. I'd take the time to involve them in some preplanning and I would get their input and get their involvement in the program before you try to operate it. I'm sure that's something most of you already know. To give you an idea how complicated this gets, we had 21 different programs operating in our school system that provided some form of placement service - 21 different programs. Everything from summer employment; neighborhood youth corps; the post office program; special needs; court rehabilitation programs; we have an alternative school with a placement component. This will give you a picture of how complicated it was when we first looked at it. When we set the operation up they said, "Ah, student placement services, you're going to coordinate the job development and placement for all of these different programs", and very naively I said yes!

I should give you a little bit more background on our school system. We have 48,000 students; we have about 10,000 students in high school; we have 4 major high schools with about 2,500 students per high school, plus a new alternative type program; we operate an area skill center that provides services to 21 school districts, including Flint. They have a placement component built into their operation; we have an adult high school with an enrollment of 8,000 full-time people working toward high school diplomas. When I say full-time, I'm talking about carrying two or more classes, mostly in the evening. We also run a daytime adult program. The director of the adult education program is continually after me; "When are you going to start providing placement services for us; our people are looking for jobs; they need help," and you may sense the frustration that I'm experiencing right now. We've been in operation two years and I still have not been able to extend services to the adult high school. The fact is that while the number of jobs in the Flint area has remained fairly steady, the number of applicants has increased at an increasing rate. More women are entering the labor market as the result of affirmative action programs. The returning veteran also has priority. You may not have been faced with this but in our area where most of our employers are government contractors, they are required by law to have an affirmative action pro-

gram. Affirmative action means that they must hire a certain percentage of the population in their programs; minorities; disadvantaged; veterans; physically handicapped; aged; females; it goes on and on so the poor personnel manager is constantly juggling.

We graduated this year 2,500 kids into a labor market that already had an 18% unemployment rate. My boss likes to kid me about it every time he sees me. He'll say, "How's the job hunting going?", and sometimes he's not kidding.

We're going through the same thing that every other school system is going through with career education. We're beginning to filter placement services down into the 9th grade group. Next year will be our first year, but we're planning to do that right now. We know that work experience keeps kids in school. The dropout rate for potential dropouts identify at the 9th grade who've been in work experience programs is 4%, as compared to 9% for the regular student. Our funding is tied to the number of students that are in school, to provide job services to potential dropouts keeps them in school, so the system can have enough money to operate. I don't know what it would cost but they estimated that we lost close to a million dollars as a result of dropouts. We are trying to expand services to that group. We got into a real interesting experiment this year. We made home calls on every dropout to meet with the parents and the student and try to make them aware of the opportunities that are available. Most of the services that we have are available to the students that are in school. Most schools are set up so that once a kid leaves school, he's not eligible for most of those programs. Our job was to convince them to go back to school to avail themselves of these services. That's part of the reason they set up an alternative school system.

I'm not going to go into the results of our operation. The follow-up study did show we placed about 1,400 kids the first year we were in operation. I have copies of all the reports and brochures and I'll pass them out to you rather than talk about them. I'd like to give you a little picture of a few other points before I get into my slide presentation. Our city is an urban city, our school population is 50% minority. The minority is now the majority. The majority of our students are black students. Flint is a fairly progressive city; they've had an open housing law for about 10 years or so. We don't have too much racial strife, at least we haven't since '67 anyway, that was a bad year for everybody. Our programs are mostly comprehensive schools. The placement system is set up to operate in the school. I have 4 full-time placement people and one in each high school. They work directly with the counselors. We've made the decision that with 80 counselors we could not operate without them. They know the students, we do not. So our system is set up so that any student that applies for our services must first go to his counselor. The counselor gives him an application, talks with him, helps him decide the direction that he's going to take and then refers him to the placement office. Another unique thing about our system is the counselor case load. Our counseling case load is set up at a maximum of 300 per counselor, which is pretty low nationally, and 50 of those are graduates. Our counselors carry a case load for one year beyond high school. They are responsible for their students in taking that step from high school to the next thing in life, whatever it might be. I coordinate the placement or the follow-up study, but the counselors do the work. The counselors are responsible for their 50 graduates. I disseminate the forms and the materials, they gather the information and turn it in to me. I put the report together and then disseminate it.

A real interesting thing happened this year that I'll share with you. There has not been much accountability in education, particularly in counseling. The counselors grew up with the non-directive approach that you never had to tell a kid what to do or make any decisions for him and that consequently there was not much way of measuring how successful you were. This was the first project that they've ever been involved in where something could be measured. They each had 50 kids to follow-up with so I kept track of their effort; how many of these forms came in by mail; how many required a home visit; how many required a phone call and what percentage of response did each counselor have. And the response ranged all the way from 100% to 8%. I put a report together by counselor, by school, and returned it to the dean of counseling at each school. I said, "This is how your counselors did and you have a management problem." How do you reward the counselors that did a good job and how do you let the counselors know that some did a lousy job? We had a 69% response overall on our follow-up study. We followed up with 2,400 graduates. I suspect that next year the counselors, knowing that this report is going to be made, will probably bring in around 85% to 90%. So there's an example of placement being an accountability instrument in the counseling area. No one had that responsibility before the placement office was developed in our school system. I suspect that we'll be able to bring other measures of accountability into counseling as a result of this, and whether you call it placement or not, I don't know that that's important, but there must be someone in the school system who's responsible for finding out how successful the school has been with their graduates. It could be a counseling function; it need not be a placement function, although, I recommend that it be a placement function. I think that's where it belongs.

I started out by saying that placement would not work in an isolated kind of a setting, it has to be part of the total school structure. It has to get involved in curriculum; it has to get involved in inservice training of staff; and most importantly, it has to be, I think, a school system's liaison with the business community. We've been able to do some things with the business community that I think very few schools have ever been able to do. I sit on several advisory committees in my position. I'm on the area apprentice advisory committee; I meet with the area personnel directors of all of the companies in our area; I'm on the National Alliance for Businessmen's group; I participate with Rotary and Kiwanis and my people are all members of the different organizations in the community. They are expected to speak to groups; they're expected to get involved with employers because most of our literature says that our placement program has really two functions, that's (1) meeting the needs of the student and (2) meeting the needs of the employment community and that means we have to know what those needs are so we have to be out in the community. The placement person's job is so different that most school systems have a difficult time accepting it. We have to have a budget for publicity. We have done some occasional TV things, some radio, articles in the newspaper. We have to put together brochures and PR type materials, we have to have a travel allowance. I feel that on occasion we have to take a business man to lunch and we made a policy this year of bringing one personnel director a month in to meet with the placement people to discuss their problems. We've gone to different groups and asked for help. Now I'll be passing out a brochure to you, this is something any of you could do. Our local Kiwanis group printed 10,000 of these and it's called 'Your First Job Suggestions to Young Job Seekers.' It was prepared by the Flint Kiwanis Club Vocational Guidance Committee. Within their club they have a committee that will interview and work with kids. Every Kiwanis in the country is set up the same

way. I don't know what that cost them. I never asked them, but I sure thanked them and saw that they got publicity for it. General Motors gave us $2,000 to develop a brochure and a slide program on their apprentice program because they cannot get qualified applicants. Of course right now, qualified applicants means, to the larger companies, females in non-traditional jobs and it means minorities. We sent 40 young people, sponsored by Dow Chemical Corporation, to the Purdue Science Institute and Houghton Tech for a one-week summer workshop. That's part of placement. Our system is set up on a computerized basis so that I have access to all student records. A company can come to me and we will provide them with lists of students' names and addresses, based on whatever criteria they want to give us. I've had requests for a list of all minority graduates, male and female, with a C average or better and I can go to our computer center and, zip, I've got the list. That went to the Urban League for recruitment for the "Leap" League Program, which is a construction trades apprenticeship recruitment program. We've provided that kind of information to General Motors, to Dow Chemical, and other large companies for recruiting. We have to be a little more careful about what we release. Our Board of Education said I could no longer give lists of students to employers, which puts a real crimp in our style. We accomplished an awful lot with that. Even when Dow Chemical wanted to sponsor these young people at Purdue, they wanted minorities and females interested in engineering who have had some math and science, and it was a free ride, a gift for the kid, they paid the whole thing, I could not turn that list over to them. What we had to do was run the list, take their materials and we mailed it to the student and then the student was asked to contact the company if they were interested. Some of these laws are really well intended, but it will make it more difficult to adequately serve the needs of the student and the employer. I don't think there have been many abuses. We have colleges that come to us, requesting to recruit our students. The enrollment pinch in Michigan has started to affect four-year colleges. All of a sudden you see large prestigious institutions providing vocational courses like nurses training. The University of Michigan is into this now and they have never before offered that kind of program. There's a recruitment effort on the part of the colleges. Everybody wants the kids. It's my job to find out what opportunities are available, make them available to the young people so that they can make a decision based on what's in their best interest and at the same time provide that information to the counseling staff and the teaching staff.

We in Michigan have a mandatory career education act. The act says that every school system by September of this year must have a plan for career education. The school systems that turn in a plan that's inadequate will be asked to rewrite it. I don't know who's going to do all the evaluation, as we have 528 school districts in Michigan. As I mentioned, we'll have mandatory job placement. We have a person on the State Department staff now, who's doing a real fine job, and we just finished with a large committee writing guidelines for placement in Michigan. I'm sure that you could have access to that as soon as it's available. There are so darn many things going on that I'm afraid I'm going to miss some of them. I'll just ramble if it's okay with you and then I'll take any of your questions.

As I mentioned, placement started out with exemplary programs, seven of them. Legislation then came in sort of supporting those, although it's not law yet, but all of the school systems knowing that eventually it will become law are getting on the band wagon. We have about 90 schools in Michigan providing some form of placement services. The state came up with $500,000 this year for placement and they said, "how can we best use that?" So they set up

what they call Regional Placement Centers. They had 18 applications so they funded all 18 at about $30,000 or thereabouts, the amount varied. It was enough to hire a director and a secretary for these regions, but we don't expect them to do any actual placement. Their job will be to coordinate and to develop materials and disseminate information. Our Area Placement Center is located at the Intermediate School District. I don't know if you have anything comparable to that but we have intermediate districts that provide services to other school districts so we'll have one intermediate that will service maybe 20 districts. In Flint, on a county basis, we have been developing materials and disseminating them to other school districts. One of the projects is called employability skills: interviewing, application letters, that sort of thing. We distributed these to all of our vocational teachers and we asked them to use them this year and to evaluate them and then this summer we're going to rewrite them. We've already added two chapters. We left out the grooming section and developing the job search plan. I have about 20 or so of these and I'll leave them here and you can have them. I have enough of the units for each of you to have a copy and you can do with them what you will. We copied parts of these from other places and you're certainly welcome to do the same.

Our Regional Placement Committee has elected to computerize the data so we've developed a central job bank modeled after the state job bank. Jobs that come in from our State Employment Office are included. I have in my office a communicating mag card and we get a printout every day of the state job bank and then we make that available to our placement people who try to find youngsters to refer to those jobs. We're just becoming sophisticated enough to do some of our own job input into that bank. We get involved in so many things it's hard to talk about it. We run a summer employment program-that's really a tough one this year. We send kids to Mackinac Island and to Cedar Point. We have young people working for Vlasic Pickle. These are young men and women who are primarily seniors. There's a flow of job information coming into the schools and we try to identify kids that want to participate and take part so there are a lot of things going on that I think are healthy. I think the best thing that we did this year was to develop what we call work experience management teams which we put at each school. We made the director of counseling at each school responsible for it. We gave them some tasks to accomplish and what we said to them was, "You have so many resources in your school; you have 50 NYC jobs; you have 25 work-study; (we have what we call personalized curriculum for potential dropouts); you have 50 job slots for these people; you have about 120 co-op jobs; now, put those together in some form that makes sense. You determine your own priorities; you determine how you want to utilize them; who's going to do it and who's going to be responsible for it," and we let each school then structure their own work experience program. The big advantage to this is now counselors feel a part of, rather than somebody that just referred a kid to placement. They can select a young person for one of these special programs so now they are the good guys. Counselors can now say to a young person, "Joe, if you'll come to school for 2 weeks in a row, I can help you get a job."

I don't know how to get into my slides. My slide program is a 20 minute taped presentation that we've been showing to the business community and to staff people at the building. It's going to go over some of the things that I've said and it will make it a little clearer for you. I think I'll hold off the questions until after I show the slides. I want to caution you, though, it's very slick. It's sort of a Madison Avenue approach. We have a communications department that's very good and they've developed a very good slide

program. We have 56 schools in our school district; 42 elementary schools. What you're going to see in the slide presentation is not happening in every school. If it were, my job probably wouldn't be necessary. What you're going to see is happening in at least one location. Our plan is for it to happen everyplace, for all of our schools to be part of the career educational model, for these services that are available for some students to be available for all students. Hopefully, it'll work. We're moving in a direction. I think it's a good direction. We've made some mistakes, we've been able to correct some of them, and we think that next year will be a better year than this year.

Mr. Jack Martin is the Director of Student Placement, Flint Community Schools, Flint, Michigan. He is also the Regional Coordinator of School Base Placement Services, Guidance Division, American Vocational Association.

PLACEMENT IN MOTION

Left: Speaker Ray Wasil, Director of Guidance and Testing, Department of Education, State of Ohio.

PLACEMENT-THE ACID TEST OF CAREER EDUCATION

Left: Speaker Lillian Buckingham, retired, Baltimore Public Schools, Baltimore, Maryland.

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"PLACEMENT IN MOTION"

by
Raymond A. Wasil

There are some things in particular I want to use as a structure and some things I want to say about placement and follow-up and, in connection with these, I would like to talk about public relations and the need for public relations in placement and follow-up. If we do not have public relations, we do not sell placement and follow-up or convince people of the need for them.

Inservice the administration--I believe you must start from the top and work on down--you must have the commitment of the administration before you can go ahead and, before you move too rapidly, you also need the commitment of business and industry. Now the next stop, as I see it, is the inservicing of counselors, teachers, and so on. But let us go through just a little story I heard.

I was at a business meeting listening to a man to whom I talked later. He was relating a story about a man whose primary job is to go out and develop unusual success stories, a Horatio Alger-type of thing, from rags to riches. He had been referred to a man who was a successful business man in New Orleans, went to him and said, "I understand that you came from the back bayou country at one time, didn't have shoes on your feet, wandered into New Orleans, pathetic situation, no jobs during the depression, you contemplated suicide and now, here you are, one of the most successful businessmen today in New Orleans. What happened, what is your success story?" The man looked at him and asked, "Well, why do you want it?" After having cleared up certain points, he said, "Okay, here is what happened. I grew up in the back bayou country and came to New Orleans, the big city. I was going to make the big splash and then go back home with a diamond ring on my finger; but when I got here it was the depression, there were no jobs. I ran out of money; I didn't have shoes on my feet; I was cold and ragged. Walking along the levee by the big Mississippi one night I contemplated jumping into the river and ending it all. The cold wind was whipping the water which hit me. I left and sneaked into a restaurant, sneaked by the slot machines--all the restaurants had slot machines at that time--into the restroom and, lo and behold, all the stalls there had locks and you had to put a nickel in to open them up. So here I am, no shoes, cold, miserable, going to commit suicide, and frustrated to boot. So I sneaked back out and standing outside the restaurant, going to head for the river, a man came walking up the street and I panhandled him and got a nickel. I was clutching that nickel in my hand and said, 'well, I'm going to die happy'. Back in the restaurant, I slipped past the slot machines, into the restroom, walked up to the stall and, lo and behold, the door was open. So I did what I had to do, sneaked out, saw the slot machine there, a nickel slot machine, put my nickel in and hit the jackpot. I took the money, went out, bought some vegetables, peddled those, bought a cart and vegetables, peddled those and worked my way up. That is where I am today". And the reporter said, "Gee, this is tremendous, this is wonderful. What a success story! Not only that, I'll bet you are really grateful to the guy who gave you the nickel". And the guy says, "Hell, no, I'm not." "What do you mean? That started you off." "No, the guy I'm grateful to is the guy who left the door open."

And isn't that what our job in placement is, to open doors, not to close them, and then to leave the doors open? There is a little perception test you can take. If you have a slip of paper, take it out and divide the slip of paper into four sections; just make a square, divide it into four sections; in the upper left hand corner of that section draw a dotted line from left to right. In the lower left draw a line from top to bottom; in the upper right hand corner write the word "stop"; in the lower right hand corner, write these three words: drum, sex and table. Now, the first upper left hand corner box means nothing; the lower left hand corner box means nothing. Did you print "stop" or write it? Print it? I said write it, didn't I? I didn't say "print". That is your first mistake, you were not very perceptive. What I am trying to say here is that we are not very perceptive when we talk to students about doing things in terms of how they perceive what we say. Students perceive on the basis of their own frame of reference. You should have written "stop" out but you printed it because your frame of reference is that of a stop sign which has the word "stop" printed on it. The same thing is true of students. In terms of the three words, which of them can you beat? You can beat two of them. You can beat a drum and you can beat a table, but you can't beat sex.

What I would like to do now is to go into a delivery system for placement, follow-up and follow-through. I see placement as the accountability component of the total career education program, K through adult. Jack has talked about this and this is where I see it coming from: Career guidance I see as a service; career education I see as a concept; vocational education I see as a program, and I see as the biggest problem in placement or education the game of turf-manship. Everybody has his or her little piece of turf and will try to protect it; whether it is the co-op teacher; whether it is the classroom teacher; whether it is the counselor out in the field; whether it is the business person or the placement person in business and industry; or whether it is the state employment services. I think we have to get them all together if we are concerned about our youth, for that is why we are here. It is for our students that we are in business. We have to be concerned about students, not only during the time they are in school but also for a period of time after they have exited school. So I would strongly recommend that when we talk about placement services, we talk about placement services tied to the schools for at least one year after the students left school. And I would strongly recommend that we go for five years or for an indefinite period through that adult education continuum.

In terms of employment or the job market, I see an immediate area-type of thing; then I see it as a regional employment market (and you have to be knowledgeable concerning your regional employment market which may be multi-county or multi-district); then I see a state employment region and employment regions across the different states; then I see the nation as an employment area and following that the international employment market. And then the question came up, "well, how do you get kids to move and will they move?", and so on. All I can say is, isn't this what education is all about? We are supposed to provide students with information on which they can make decisions and choices. Well, one of those decisions and choices might be, "you stay here and you starve, you move away and you have a chance to get a job." We have always thought of that little local job market. We can no longer do so. So if you are getting into placement you must have a fund of information. You must develop it; you will have to start thinking about a combination of vocational and academic offerings; you will have to think about job markets that may not yet exist but may exist five or ten years hence. I can see some of those things happening because local areas cannot absorb the number of students we are turning out of

school. Then, of course, we get to the problem, "well, they won't move." But, we have done a job of educating them in such a way that they know where they can move and what will happen to them if they don't. We wait until the last hour, the 12th grade, when we say, "Okay, we will now talk to you about your job which is 150 miles away from here." And then, as Jack said, you transport them there, you put them into the job, you help them to get started, get them an apartment and everything they need and in three months the student has come back. What is so unreasonable about that? We should have expected it.

Talking about placement and orientation to employment, we are talking about beginning with students in the lower grades. This is where the infusion of placement into career education comes in; where we constantly provide the youngsters with information about areas of employment as we talk to them about career areas. Do you realize that if you have a language ability and a skill you can go to Saudi Arabia and make good money? So, if you are thinking about placement, begin at the lower grades and not only at the 11th or 12th grade. I developed some overlays which I have used with people to convince them that placement services are viable services, needed services, something that will help them. I divided the overlays into units and would like to go through them and show you how they could be used. There is no such thing as free money. If we are going to have placement services, we cannot depend on Washington to give us the money; we cannot depend on the state departments to give us the money because in most cases they have less money than they had before and we cannot anticipate any money from them to become available because primarily that money is for vocational placement. We must take a look at what we shall have to work with in our local districts and if counselors are involved--and they should be--then we shall have to talk about re-allocating priorities; whereas a person was doing a certain task previously, he or she may now be assigned to something else; therefore, in order to bridge the gap between the priorities, we need inservice training to show the persons involved in as simple a way as possible how to do the job. In terms of placement, I have heard some of such comments: "Who, me? Why should I be involved in placement? I am a counselor." Or, "I'm a DE teacher and I have got my 12-15 kids." Then the administrator comes along and says, "We are going to have placement services or else. And here is how we can work together." And this is where we must have "idea" people. You have to break the traditional mold and find out things that will work, like bringing people in from business and industry; like using some CETA money for placement and follow-up. A blending of available funds must be made so that you have a total comprehensive program of placement services: placement, follow-up and follow-through--pulling in the DE people and showing them how they can benefit from being involved in placement services; opening up your region in terms of employment; involving the teachers by in-servicing them in terms of employment and employment opportunities so that when they talk to their students they will be talking about jobs being available in areas other than where you make chairs or whatever else they used to talk about; showing the students that there are other things to do and in different areas of the country. Once you get a student to move, you can tell another student, "John Jones is now living in Minneapolis, I'll give you his address so that you don't feel lonely, you can contact him and you can talk about the old school days." Placement service should be a cooperative, harmonizing type of activity, not a competitive type of thing because what we are in business for is to help students. Here we are talking about the end product, helping students take the next step from the world of school into the world of work, that most traumatic period in their lives. Do we discuss with youngsters that they must look at employment in terms of not only getting a job but keeping it and moving up the ladder? These things are part of education. These are the things we should

be doing, can do, and we can educate those people in our schools to do so.

Now, in terms of a structure for placement services. Let us talk about some of the things which are necessary in establishing placement service, i.e., you have to assess your district in terms of what your district expectations are. Is it a college prep district where most of the youngsters will go to college and is it what the parents expect? Is it a rural district? Is it an inner-city district? Or what? Such assessment is the first step in your planning. Then you will have to assess what finances you have available and how far you can go with the available monies. You will then have to look at additional sources or resources for money. Then you will have to look at the types of community within your total community; the business community; the industrial community; the parents as part of the community and their expectations, and so on. You will have to gather data and do a study before you go ahead with placement. Then you will have to measure and evaluate your school system in terms of placement. What placement activities or follow-up activities do you currently have so that, when you talk to people in the community, you will not talk about, "here we are coming, we are going to throw everything away that has been done and we will do it our way from now on." So, we have been doing college follow-up, fine; we have been doing college placement, fine. What that means is that those whom we have not placed in college also need help. So, now we will be talking about comprehensive placement for all students who exit school. When talking about exiting school you are talking about the dropouts and the stopouts as well as of the graduates. So you look at what you have.

Before you start a program, you do an evaluation of everything that is there; you do an assessment, then you pull the people together; you talk to counselors and you inservice them; you talk to teachers and inservice them; you communicate with the DE and the co-op teachers, so they don't see this as a threat and you show them how they can work with you. You talk to the principals and the other school people involved. You have your structure set up; you have touched base with everyone; if you begin from the top and get administrative okay, you have very few problems in terms of having people along the way working with you. If some say, "Well, what will happen with placement services, will they grow?" Yes. From the Federal level on down, they will grow because placement services provide accountability and we are being told in education that is what we must do, "either be accountable or we will come in with voucher education, contract education, or something else; you are not doing the job." We will develop accountability and we will develop public relations. You cannot help but develop positive public relations because you are now talking to parents and people in business and industry. They are now developing things for you. Kiwanis is obliged nationally to have a vocational committee or an education committee. My personal experience with Kiwanis has been that they have money and expertise; they represent the business community and all they are asking of us in education is, "Folks, tell us what you want us to do, how can we work together?" In the past we have snubbed them. They have called school systems to talk to someone and no one would talk to them because the administrator said, "My job is to run the building"; the teacher said, "My job is my subject area"; and the counselor said, "Well, I do not have the time." My contention is that the counselor is the person who has the time, or who should make the time, because of all the people in the school, the counselor is the only one who is student-oriented. I see the teacher as subject-oriented, the administrator as thing-oriented in terms of making things happen. Decisions must be made in terms of placement services. We are establishing for example, "Whom do you serve? What age group? All students? Part of the

groups? 9th, 10th and 11th grades? What do you want to do? Do you want to provide certain types of activities in school? Do you want to co-op them? What?" And all these things should be listed and documented. When and where do we do it? Do we do it in school? Do we do it after the students leave the school? Do we do it in community centers? Where? And then, When do we do it? Do we do it in the spring, fall, winter, junior years? Senior years? These are basic decisions. If you go to an administrator and say, "Here are things we want to do", the first thing he will ask is, "How much will this cost? What is your time line? What activities does it incorporate? What people will be involved? What results would you expect which can be documented?" And with a good solid placement service system you handle all of these things. You can generate cost factors and the rest. The first step in any placement structure, as I see it, is a data base. You cannot operate without: data on students; data on employment; jobs; data on colleges; data on apprenticeship; data on part-time jobs and data on co-op programs. If you have a computer, you can feed this information into it and this computer can chuck it back to you so that you have it broken down any way you want. If you have an employer contact file you can generate thousands of names very quickly; then you have that type of information. If you have a Chamber of Commerce, it can provide you with a list of the industries in your area based on the number of people they employ and the type of product they turn out. If none of these things are available and you want a good tie to the employment market, take a look at the yellow pages of your telephone book. Employers are all listed there, alphabetized by career areas, all you have to do is to dig it up. So let us start with data on students. If you do not have a computer, you may use a McBee card. Using a little scorer or knitting needle, you could separate the notched from the unnotched. This constitutes a desk top computer and some of the large schools systems where they have computers are having so much trouble getting into the computer that they are going back to the McBee card, particularly in the pupil personnel areas. Let me tell you briefly about the type of information you can generate on this type of card, or something similar to it. In the center of the card there is basic information which can provide you with data, or you can file data in terms of contact, and so on. On the left hand side is information in terms of vocational programming, vocational training the student may have had. In the upper columns there is information you may want on male, for example, attitude, race, height, personality, course work and disadvantages this person may have. On the right hand side the student indicates two or three areas in which he or she is interested for employment; across the bottom, absenteeism, school course work that was not vocationally, but skill-oriented, transportation availability, past school record. Fed into a computer, you could pull out a list of names of those students who are interested in going into electronics as their first choice, second and third choices. You can pull out information on absenteeism, and with some employers that is the most critical thing. They talk about a triple A rating and one of the three A's is attendance. Attitude, Attendance and Appearance. In terms of vocational programs for follow-up, when fed into a computer, you could generate mailing labels and then do a selective follow-up, let's say, for just those students who graduated from the auto body shop. You can get information on a student who has graduated from one vocational program and the follow-up shows he or she is now working in another area. Lots of things can be done with this kind of format, depending on the information you may want in your particular area.

Attitude may post a problem for some of you in terms of how that is used. It is used to provide information in terms of groups of students who have problems related to attitude so that the counselor can zero in before they are

referred for employment. It is not a concrete type of thing. It indicates that this is a problem area. In the upper right hand corner you talk about disadvantages. You talk about the physically handicapped and what types of employment are available to them, based on any physical limitations they may have. It is not a job match as such when you are athering information based on problems or skills a student may have and then referring that student to companies which have indicated that they will employ such type of person; it is having sources of information and being able to correlate that information from direct groups of students to specific types of employers. Data on jobs is not difficult to obtain, neither is obtaining data on colleges a difficult matter. Let us talk a little about data on employers and how this type of data can be kept. We developed an employer card, assigned a number to each company and then a prefix number. For example, wholesaling might be W and retailing might be R; then on to 10, 20, 30, leaving a gap of 9 between in case you wanted to fill in other companies at a later time. We fed this information initially into a computer, then into a mini-computer. We could have gone just as well with the McBee type of card, put that information on it and pulled it off. You add information on this card as for example: whom the employer hires, whether graduates, part- or full-time; while students are in school, part-time or during the summer, during the fall; whether an employer will hire a dropout, a vocational student, a disadvantaged student, a physically handicapped student, a slow learner; the number of employees, the size of the company, the age bracket for employees. If you compile just this simple type of information you will have a good handle on the employment market in your particular area or in your particular region. Many interesting things can be done with such gathered information. Some school districts have done a mail-out to employers and have received a list from the Chamber of Commerce or made one up from the yellow pages of the telephone book and, in some instances, got a listing from state departments or employment services. When they received about 50% or 60% returns, they did a second mail-out, followed up by phone calls, etc. In small school districts another approach which has been used is to release students for one day, break the students into interest groups, have two students go out and contact four or five companies which are working in the area in which the students say they are interested, having the mayor send a letter out with the students or announce that this is Youth Employment Day or Youth Employment Week, depending on your particular district. Another thing is the use of public service radio and TV to announce that this is about to happen. Do whatever is best for your particular area. We did some very interesting things in one small section of Maryland once, Harper's Ferry. There we did a survey using adults to make the surveys and generated a lot of information being gathered within a week in almost any area, depending on the approach being used.

Now let us talk about other types of data. If we work with students we shall need information on the dropouts or the students who have left school. Now, in most school systems you will say, "We have 10% dropouts or we have 1,000 or 500 students who dropped out", and then the question will come up, "Why did they drop out?" Well, there are five or six official reasons for dropping out. When they are working with their parents at age 16, they can drop out; or when they are partially employed; or pregnant; or this, that or the other. In terms of accountability, we can generate a lot of information concerning need areas in education by doing follow-ups with dropouts. For example, in one area we followed-up in a school district to learn how many girls were dropping out of school and checked in the main office the reasons for dropping out to which we added five or six other reasons. After a mail-out, we followed up with telephone calls to find out why these students had

dropped out. We found that a large percentage of students felt that the school had nothing to offer them, no programs, nothing of interest to them. We generated the additional information and came up with a couple of programs that could be available initially on a non-credit basis. After these programs were started, we found that the number of female dropouts decreased. Out of the five courses they had to take during the day, we offered one or two in which they would be particularly interested and they came to school for these courses. So we had immediate feedback which could be used for some program development with the dropouts. We continued with data gathering in other areas and the card I have is the basic card we used for compiling information. Again, you can transport this to a McBee card. Here is what we were looking for: we wanted to break the students down by sex, age and race; we wanted to find out in what grade they quit; we wanted to know the reason for dropping out; we wanted to document our contact with these students so that no one could criticize the schools for not trying to help them take that second step; we wanted to document what we had done in terms of job counseling and job guidance and what happened to them as a result of this. Did they take the GED? Did they go to night school? Did they re-enter school? Were they referred to the employment services or did they make use of additional programs available to them? On the back of this card you will note that some of the reasons we listed were not all official reasons for dropping out. We found that students were dropping out of school because they did not like a certain teacher or because they could not get into a vocational program; or because someone was harassing them in school; or there were problems at home, and with just a little help we could pull that student back into the educational structure and that student would be successful--but that little extra help was needed. The students would not go to a teacher and they would not go to a counselor. We also found that we could refer some of them to night school when a full day of education was not possible for them and they would take a couple of courses at night. We also found out that when the senior found out in the second semester that he would not graduate and quit school, we sometimes could keep him in school and have that person finish in summer. But with all such types of things, depending on the need, you have to have documentation so that you have a data file. You have information on the students based on in-school activities and training, whether vocational or non-vocational, skills, attendance, interest areas, previous or past employment, transportation, whether it is available to them or not. You have built up a file on employers and you have picked up the gap concerning the students who have left school prior to graduation. You have now 100% accountability for all the students. Then you can use this information which you have generated, documented and brought back, saying, "Here are changes needed in our program." Not only can you do it, it has been done and is being done.

Then there is a second section and, as far as I am concerned, it is probably the most critical section, namely pre-employment preparation. You can send a student out for a job who may get it and then lose it. You can send someone who is highly trained in the vocational area. This student may be unable to get a job. Let me give you two examples of things that actually happened. We had a girl who was a secretarial student. She was beautiful and very personable. She had a high degree of skill in shorthand, typing and other things. Time after time she went out for interviews but was not accepted. She lost her job opportunity. It got to the point where she was saying, "I am not going out anymore, I am tired. I go for an interview, I do my best and I don't get the job." The teacher was thoroughly frustrated because she was one of the best students she ever had. We sent this girl out for two more interviews and she came back totally disgusted with us for even sending her out. We contacted the prospective employers or the people who interviewed her

and asked, "What happened? Were her skills low?" "No, shorthand was good, typing too." "What about appearance?" "Good appearance." "How did she present herself?" "Oh, she presented herself well." Here we were, becoming really frustrated. But I finally got one little bit of information from one of the personnel people. She seemed a little immature. "Well, immature in what way?" "Oh, the giggle." "Oh, she giggled while you were interviewing her?" "Yes, that was it." I called other interviewers and asked whether the girl seemed immature and whether she giggled while being interviewed. Three of them indicated that it was so. The girl, knowing us, did not giggle when we talked to her. Going out for an interview, she felt under pressure and reacted by giggling. She thus lost the jobs. She was willing to chuck two years of training and skill out of the window because of this kind of thing. We now followed up by bringing strangers in to have her interviewed; she overcame her giggling then and landed a job.

Then we had Joe, high school football and basketball hero, triple threat man, good student, personable, just Mr. America. He was looking for a job during the summer as he was going to college and had a scholarship. We sent him to a job which paid almost $3.00 an hour for 40 hours during the summer plus overtime pay. All he had to do was to show up in the office and fill out the forms. We had talked to the man who was going to hire him and he said, "Well, I would like to talk to him a little bit first because I am an old jock myself and I have seen this kid play football". We sent Joe for the interview. When he was back and I saw him in the hall I asked, "How did things go?" "Don't want to talk about it." "What happened?" "Didn't get the job." I called the employer and asked him what had happened. He said, "I don't know, that kid was on the edge of his seat ready to run. Not only that, his color didn't look too good." So I talked to the boy and asked, "Well, what happened, Joe?" He answered, "Well, Mr. Wasil, the night before I got to thinking about it and I got so sick and nervous that I threw up, I could not sleep all night thinking about it. The next day I could not hold my meal down. I got in there and I started sweating. The only thing I could think of was that I had to be there but I wanted to get the hell out." And he did. Now, here is a boy who was totally acclimated to the school world, but that employment out there, that little thing, no! And we were sending him on to four more years of education! At the end of that four years, I think he would have just as many problems going out and interviewing for a job. As you talk to personnel people, they will tell you that college graduates interview more poorly than most vocationally-trained students. Some vocational students have had some training through their teachers. Very few college graduates have or have had in the past. So, pre-employment training is necessary. Who is supposed to help with pre-employment preparation? If you have a placement person, or if you have a counselor, the counselor can act as a facilitator and feed information to the teachers. Let me go through some of the problems students have and which you or I would have. Where do we start to look for a job? If you were looking for a job tomorrow that would be your first thought, "Where do I start to look?" This school system, that school system, this state department of education, that one, this state, that state, where? Who is supposed to help us? Those are the questions the students will ask at school. "Is it my counselor, my teacher, my vocational teacher, the state employment service, who?" And those are legitimate questions. "When do we go out and start looking for a job? In our senior year, the spring, the winter?" There must be some time schedule which we can provide for them. Where do we do it and what do we do, both for vocational and college students? And the very big criticism of vocational education, both at the federal and local levels, is, "You have students who have received training but do not have jobs. So why provide vocational train-

ing if no jobs are available?" Here we get back to what I mentioned before; we must provide the students and the people in education with information on job markets over and above our local job markets and not during the students' 12th year, but beginning in the 8th and continuing through the 9th, 10th, 11th, and 12th years. And then help with the specific problems the students' have, for example: Where do I start to look for a job in this community? What do I say when looking for a job; "Hey man, I'm here for a job?". Many students go to employers with that attitude and never get the job. Let me tell you about a student I had in a summer workshop which we ran for students who had graduated or dropped out of school. This particular student told us when we talked about filling in application forms and where to go, that it was all a bunch of bull, that he had been out and looked about 4 to 5 times for a job and had not found a thing. There he sat with his shirt open to his waist, sandals on his feet and a big comb sticking out on the top of his head. When asked where he looked, he answered, "Well, I went out and I looked for jobs and there are no jobs." I said, "Now, if you are really interested in finding a job, we will help you, but you will have to follow some basic instructions. First of all, where do you want to work?" He wanted to work in a gas station. He was a graduate of an auto-mechanics program and he could not get a job because the job market was full, but he did want to start out in a gas station-type of thing; minor repairs, tune-up, and so on. He said, "I went to a gas station and pulled in with my car and I called the man over and asked him if he needed any help and he said no. I then went to another gas station, the man came over and I asked if he needed anybody who was trained in auto mechanics and he said no. I went to about 4 places like that. No one wants to hire me." I said, "Okay, try this, just try it. Tomorrow go out, you can wear a tee shirt, get rid of that shirt open to your navel, put some shoes on your feet, work shoes if you have them, park your car over to the side, don't show up at 4:00 or 5:00 pm when they are busy, don't hit them at 8:00 or 9:00 am, the business period, hit them at a slack period, maybe at 2:30 in the afternoon, 10:30 in the morning. You are dressed as though you are ready to work right there and then, get that damn comb out of your hair--that's a weapon--go in, buy yourself a coke, strike up a conversation with the man, how's the weather or something of that sort and let him know that you are interested in working." He went into one gas station and the man was not hiring anybody but referred him to someone else. He went to the next one, using the same approach, and got the job. It just took that little bit to get this boy around. He wanted a job, but he did not know how to do it and he did not know what the employer's expectations were. As far as I am concerned that is part of the education for our youth and we should be doing this, answering the questions: When do I go? How do I dress? Are there any forms to be filled out? Is there going to be an interview? What type of questions will I be asked? Will there be a test? If so, what type of questions are on the test? And these are things we can provide for the students.

Now let us get into some of the things which cause the students to lose a job. For example: What am I supposed to do? I finished that job an hour ago, the boss came up to me and said, "how about sweeping and cleaning up around here?" I told him, "no, that wasn't my job. My job was to run this machine over here." Or, "The boss came out and asked me to water the plant in his office and dust his desk and I told him, "no, my job was that of a file clerk." Lo and behold, I lost my job. I do not think that we teach students that their job is more than just one specific task; that their job is to work with other people within that company and to get along with them; that their job is to do these and other things; that their job is to make their working conditions as pleasant as possible and if that means bringing in an African

violet and setting it on the desk, you do it; or if you have to work half an hour longer, you do it; or if you have to work through lunch, you do it; and that those things may come up in employment. You don't say, "I can't do it boss, my 15 minute coffee break is coming and I am going down with my girl friend to have a cup of coffee." And he says, "Well, but I have to have this out." "That is my coffee break." I do not think our young people realize this, or at least those to whom I have talked do not seem to know why they are losing their jobs.

Then we get into the second section of that triple A rating, attitude! I have my rights; I'll dress the way I want; Let the employer change; People don't like me; I want to do my thing. Well, the employer is not going to change. We have not told our students clearly enough that the employer is in business to make a profit. He has to satisfy his customers and if his customers are turned off by long hair and will not come in, he will lose money; so if the student wants to be hired, he will have to cut his hair. It is just that simple. That does not mean that the employer does not like long hair or does not like that suudent in long hair, that is not it. And if students have to wear a uniform, there is a rationale behind that uniform. The same goes for having to wear a hair net or taking a TB test. It is not necessarily a personal thing with the employer, he is in business and if he is not in business, the employee will not have a job. "People just don't like me." Here we get into the cases where you have a young girl who is in with all older women, or where you have a black who is in with all whites, or a white who is in with all blacks, and they are unhappy. We do not tell our students that it is not just a job and an income. It is a fact that they will have to spend 8 hours on that job with people, so they should try to find a job in which they will be happy; they will increase their job retention by going that way. It is not enough to get a job, one has to hold a job. We have to tell them what opportunities there are for advancement within that company. If it is a dead end, you take the job because you need the money to look around for something else, or if you need more skills, you use that money to acquire more skills. There are companies where you can work and get skills. That is why it is important to provide students with such information and to do that follow-up for a period of time after they leave school. Some of them do not realize these things until they have been out of school for a while and that is where the follow-up come in and the follow-through and generate information back into the program.

Then we get into attendance. The employers consider attendance to be extremely important because time is money to them. They do not hire employees necessarily on the basis of grades, they are looking at attendance. Some employers cannot use school records for employment; they cannot use test results, but they can determine whether to hire a person on the basis of his/her school attendance. I happened to be involved in one of those studies where we did a comparative analysis of the absentee record in school as compared with the absentee record on the job. We did this over a period of years and found that there was an extremely high correlation. If the students had a poor attendance record in school, they had a poor attendance record on the job, however, normally that did not show up until after the first 60 or 90 days. Once they came under union coverage, then the attendance record was almost the same as it had been in school. This shows that we teach students poor habits and attitudes in school in terms of attendance. We can get the support of employers to bring pressure to bear in support of a strong school attendance program.

It is not just a matter of having students in school, we must have some-

thing for them. If we talk about a product the way industry does, we talk about our youth; about materials such as books and experiences; about the teacher as a laborer; about tooling perhaps as being vocational education. The school is the factory service and placement is a big cost factor. You must determine what that cost factor will be. How much does it cost to place a student or to provide a service for him/her; in the area of pre-employment preparation; in the area of actual job development; in the area of follow-up?

I have some material on placement. It is an overview that was developed for use with administrative personnel and touches on 10 major points. One piece is a brief history of job placement; the other deals with placement as related to accountability with some overall objectives, with a format for establishing a school placement service and with a format for school-business-industry cooperation; it deals with how to go about it step by step, with basic requirements for selecting placement specialists and the areas for which they should be responsible, starting in grades 7-8-job development; grade 9-evaluation and placement services; and grade 10-follow-up. It is backed up with a pre-employment model, a cookbook-type, which contains 13 mini units which are used with teachers; a manual on job placement which is a step-by-step type of thing with all the forms in it; a cookbook in terms of data processing so that you can handle large numbers; and some follow-up. A cookbook in terms of forms which have been used in other areas of procedures for use. Then there are some articles as well.

Let me go into the pre-employment types of things. I can see a counselor, a placement person, in the school orienting the teachers to placement activities. What we have done is to go into a classroom, let us say an English classroom, and talked to the teacher about the resume. We require that the teacher be there in that classroom. We conduct two 40 to 45 minute mini units, depending on the class. After that, in the third class, we stay in the classroom, the teacher uses the materials we have provided, conducts the class and whoever is working with that teacher discusses it with the teacher. The materials are left there and the teacher goes on to the additional two classes. The teacher can expand the unit if he/she wishes. In some cases the units have been extended to two or three weeks and in some cases a couple of months and sometimes just a one-shot type of thing. We use the "Ten Commandments of Job Hunting" as an opener for the students and you will note No. 7, which says, "Thou shalt not be greedy, perhaps thou art not worth $3.50 an hour." Some of those students think they are worth $5, $6, or $7 an hour because their daddy is getting that many dollars an hour and they think that after all they will be doing basically the same thing as their fathers. Whatever you are doing, make it interesting for the students.

I have a flyer on interviewing which has mostly been used with social studies teachers in the 11th and 12th grades. Students were sent out to places of employment with tape recorders to tape an interview, brought it back and the students then reacted to it. Then people from business and industry were brought into the school to role play and interview the students, which was video-taped and played back. Students interviewed each other, asking certain types of questions, this was video-taped and the class either reacted to it verbally or in writing. The result was that we developed some 13 or 14 8½-11 sheets and normally mass produced 10,000 copies at a clip. You provide the teacher with 35 copies, show the teacher how to use them and go on from there. If the teacher wants resource people, you provide them from the community to come in and work with the teacher to orient the students. There is nothing magical about the job interview but it is a need area for students.

Another area is part-time employment. What are employers looking for when hiring for part-time employment and how can students get a part-time job? We found that students do not know where to look, do not know what to say, do not know how to go about getting a part-time job. So we developed this brochure, "How to Find a Part-Time Job." Teachers, counselors, and/or placement specialists discussed this with students. We also found that most students do not know how to interpret the Dictionary of Occupational Titles (DOT); a lot of other people did not know this either. So we looked around trying to find out what is available in the community to give access to students to career and job information. Well, there is the newspaper and there are the yellow pages in the telephone book. We got in touch with the telephone company and asked if they would work with us in developing a mini unit which teachers and students could use in the classroom. They agreed and even provided the yellow pages of last year's telephone book. Since then, we have seen stacks of old telephone books piled up in corners, beaten up and rag-eared, showing that they are being used. So we developed a brochure, "Let Your Fingers Do the Walking Through the Yellow Pages." If students want a job in landscaping, for instance, no matter where in this country, they will find "landscaping" listed in the yellow pages, the address, the telephone number and even illustration. And this does not cost them a cent. This will be a lifelong skill we will be providing for them.

Going back to application for employment, we have developed some sample application forms and distributed them to students. This mini form, "Your Application" was explained to the students. We told them that most application forms could be 4 or 5 times larger and that most of them had a section which is a release. If students signed it, it authorized the company to contact the school to get a transcript of the students' grades and records. There is also another section on the form indicating whether the students are in good health, and so on. When students saw this they knew what they were signing and what the implications were. Students were told to fill this form out before going for an interview and to fill it out truthfully, otherwise the interviewer might find out a lie and they would be in trouble, would lose the job, and have wasted their and the interviewer's time. We found that many students went to employers who had no application form. We developed an application form, gave the students 4 or 5 copies each and asked them to fill the form out prior to going to an employer so that the employer had the information on references, social security number, previous employment record, wage or salary and a little check list on the back. It is the size of a dollar bill, only yellow in color. A student could take this to an employer who had no application form and tell him, "I know you do not have an application form, I am interested in working for you. You said you would have an opening in a couple of weeks, here is an application form I would like to leave with you, it will fit in your cash register, you can tell it is different from a dollar bill, it is yellow," and so on. And it works. They are cheap to produce and a great help to the students. We tied this in to a little publication on application which we gave to teachers, orienting them to what the procedures were in filling out an application form. We found that many teachers never filled out an application form in their lives. They had gone through high school, college, got a job in a school system; they had filled out some forms but they were not application forms, just an information sheet, because there was a transcript of their records from the college. The teachers did not realize what students had to go through when hunting for a job. We really shocked them because we got copies of application forms used by major industries and which were 3 and 4 sheets long. Some of the teachers could not fill them out and here we ask an 18-year old to fill them out!

Getting in touch with the newspapers concerning the want ads, we developed another mini unit area, namely the use of the newspaper. We all know that there are 2 different kinds of ads; ads telling of available jobs and ads for job seekers. Then what about private employment agencies? Students need to know what a private employment agency is, what they do charge and what they can charge. We had teachers work with the students on want ads. One does get into all kinds of things with them, especially girls. For example, you look into the newspaper and find an ad which says, "Excellent opportunity, growth experience, travel, $12,000 a year to start, **females** only 18 to 22 years of age, must be pleasant and good appearance," and so on. And the young girl shows up, is interviewed by another girl in a hotel suite someplace, gets the job, leaves the city or the state, is out doing something, and no one hears from her again. She is picked up later for white slavery. We say, "Oh, this cannot happen." Like heck it can't. It is happening every day. Or a girl shows up for an interview and is asked, "Where are you living?" "I am not living with my parents, I am living away from home," and that girl disappears.

Then there is another matter, a classic example as far as I am concerned. A young student for whom we got a job at McDonald's was very unhappy there. It was not enough of a challenge for him. We told him that he was making money and that there were other students who would love to have his job. He said he was going to a private employment agency. We asked if he knew the charge and he said he knew it and that his parents would pay for it as they wanted to see him a success. He quit his job, went to a private agency, called me and said he got a job with a national chain in a managerial position or the potential of a managerial position. Expressing my enthusiasm, I asked how much it had cost him and he said $600.00. His position at McDonald's was filled by another student. We found out that the boy who had quit had been transferred by the private employment agency to another McDonald's at the other side of town. He asked me, "Well, do I have to pay?" I said, "Yes." "What if I quit, do I still have to pay?" "Yes, you still have to pay the fee, even if you quit." "Well, that is a cheat." "I am sorry, but we told you about it, you understood it, you made the decision and that is that." But there are younsters who fall into that category without having had any previous information.

There is another thing that is happening into which all the slower and poorer youngsters get sucked. Want ads for employment, for example, "Job opportunity, $12,000 or $8,000 to $14,000 a year, we will train, no cost or anything else." The youngster gets to the suite of rooms, the interviewer looks at him, finds out that the parents have their home paid for--and they are slick at this--they contact the parents and say, "Your son has been selected over 300 other applicants for a position with our company. Now, we are willing to train him, however, in order to cover all the training costs--and don't forget within 2 or 3 years your son will be making $20,000 a year--there is a commitment on your part." Parents go back, re-finance their house to kick up the 3 or 4 thousand dollars for the training and that is the end of it. And one of the biggest gimmicks is in the electronics school bit. And here again, through the newspaper. In my opinion, these are the things students should know before leaving school and this is part of education.

We developed flyers on what to do when you are hired and how to hold your job, containing some of the problems youngsters may have, the commitment to the employer and the employer's commitment to them. Teachers use all these materials. There is another flyer we developed on dropouts. Wouldn't it be smart to stay in school, but if you will not stay, here are some options and

people who will help you. This ties in with the follow-up on the youngsters who have left school. We tied that information into a more up-to-date one entitled, "Thinking About Leaving School?" There are several other brochures we developed, for example, on part-time employment, and on summer employment. All these were prepared to provide teachers with information and help. It is not difficult to do and you can do it.

Our brochure, "What is a Resume?", shows on the back a sample resume which again is backed with additional information. For example, I talked to some personnel people and asked them, "If you receive a resume from a person, what is your reaction to it?" They replied, "Well, we get a lot of resumes and they are basically all the same. If youngsters, or whoever is applying, would include a letter with a resume--and we have some accompanying letters 2 pages long which we do not want--short and sweet." So we got together with the English teachers because we felt they were the best ones for teaching about the resume and accompanying letters. We developed some short statements which could be used as kickoffs, such as; "Dear Sir, are you looking for someone who is willing to work? I would appreciate your consideration of me. I graduated in June from . . . . high school. While I do not currently have a lot of work experience, I would appreciate the opportunity of working with United States Steel. Enclosed is a brief resume of me for your consideration." Or one like this; "Dear Sir, for the past 12 years I have been involved with a company whose job it was to provide me with the skills necessary to move ahead in life. I have completed my apprenticeship and would appreciate the opportunity of benefiting from my 12 years of training. Your consideration of me as an employee would be most appreciated." I sent this out to a personnel man to ask for his reaction and he said, "Gee, this is tremendous, this made me want to read the resume to find out what the kid was talking about and where he got his 12 years of experience. When I found it was in school, that really ticked me off." Another one; "I have looked forward to graduating from high school and finding employment. While I have not had the opportunity of acquiring years of work experience, you would find me a good employee. Would it be possible for me to come in for an interview?" With such a letter you force a reaction. The company would have to respond, "Yes, you can come in," or, "No, you can't." All that is built into one little paragraph. The youngsters love this kind of thing. They sit in the study hall and write the letters; they can perceive the value of them and this is a positive attitude. Some parents call in and ask if they can have copies.

You will find that the materials you develop, like the flyers, will hit 4 or 5 people, not just one person. You will not find them in the wastepaper basket; you will find youngsters from other schools getting them; you will get phone calls from other schools; you will find that parents, brothers and sisters in college read them; the relatives ask for them.

The other day I got a call from a superintendent who asked for a package of the flyers. I asked him what for. He answered, "My daughter is in college and she will be getting out and I wanted her to look through them before she went out to look for a job." I told him that they were not developed for her level. He said, "But, Ray, you know when we talked about these things before I thought that they had a lot of good points." What we have done is just give a skeleton outline. You can fill in what you want. But they contain the basic ideas and you leave the teacher the flexibility of filling in. If the teacher or students want to go to a resource manual on resume writing which is 2½" thick--and there are some good ones--fine, let them go ahead; but we have given them something with which to start.

A graphic art student developed another flyer-type of information--I think I paid her $15 for it--and she got a job as a result of it. She had it in her portfolio and could say that 10,000 of these were being circulated nationally; it contains just an overview and hints, just one sheet, 8½x11, colored, memo stock.

Then we have to talk about behavior adjustment and here we talk to youngsters about competition for jobs and why they had to do certain things, such as filling out an application form, dress in a certain way, and we tied this in with the competition with which they were familiar at school. For example, "If you go out for football and there are 200 kids, how many would the coach pick?" "Oh, 40." "Okay, the coach picks 40. He picks the best, right?" "Well, yes." "If the coach said 'put on a football helmet and uniform,' would you do it?" "Yes." "Would you have to do certain things?" "Yes." "Does every girl who wants to become a cheerleader get to be a cheerleader?" "No."--and so on. "Well, you have been in competition all your life, you are familiar with competition. It is just a different kind of thing. Now, the employer is saying, 'dress in a certain kind of way, act in a certain kind of way, show up at 8:00, either that or you start at 12:00 at night and you work till 6:00 in the morning. But that is it.' We are not here talking about competition for grades, we are talking about competition for things at school."

We have overlays and slides of each one of the flyers. Teachers have an option of either using the slides or the overlays, whichever is most comfortable for them.

We also found that some employers were not familiar with minor labor laws. Therefore, on a little card, we printed up some minor labor laws with our address on the back of it in case they wanted such information. A youngster came into my office to pay back a loan he owed me. We used to lend youngsters some money to provide them with transportation until they got their first pay check. This particular boy had been working for 2 weeks. He came from a poor family, no father; mother and a number of children, and he happened to be the oldest. He came in to pay his loan. I thought he would be very happy. We had been following him up pretty closely for he could either go good or bad. He seemed to have better than average ability, but never had a chance to show; he came to school with lice when in the elementary grades, just could not afford to keep clean. He was always in trouble because the other children made fun of him since he did not have clothes as they had. In the wintertime he came to school in tennis shoes which were all ripped up. He was a minority group member, an Appalachian white. His teeth were rotten. Later on he got free meals and the others made fun of him. Now he was out of school and wanted a job. He said to me, "Mr. Wasil, I went to that job every day, it was a disappointment to me to know that I had to wait 2 weeks for my pay, but every day I was figuring my pay in my mind. I knew to the penny what I was going to get when I got my pay. I had part of that money set aside for Mom and for my kid sister. I was going to be the man in the family. It made me feel good. When I got the pay check I looked at the thing and the pay was $1.60 an hour; it wasn't what I was supposed to get and I blew up and yelled at the man who gave me the check and cussed him. When I got out of there, I looked and there was city income tax, state income tax, federal income tax; but nobody ever told me that they took it out of my pay. I thought they took it out of other people's pay, not mine. Now I'm paying you back the money I owe you, but you don't have to get me another job." I called the employer and he said, "He is a good kid, we like him, in fact, he is very bright and we want to move him up in the company

and want to help him. I have a personal interest in him. I cannot understand what happened." After I had talked to him, I talked to the youngster, he apologized and his employer practically adopted him and moved him up to assistant manager in one of his stores. After that, we developed a brochure, "Your First Pay"--outdated now, and in it we explained the pay for 80 hours work and the deductions. Any student who graduates or doesn't graduate, who exits school, who does not have that information is let down by us, for I think we as educators should help the youngsters to adjust to life and that type of thing, I mentioned above, they do not know. If we have a choice between going through mythology or teaching students something of this sort, saying, "Okay, we will have Geometry II, which is really general math, but we will call it Geometry II or Algebra II." I think we have an option on this type of thing to give to students, an obligation to provide students with it. And one can do whatever suits one's particular school district.

We then developed materials for contacting employers and also some internal lines of communication so that teachers and administrators would know what the minimum wage was and when it went into effect, etc., because our idea is to educate the people in the schools so that they, in turn, can educate the youngsters. We developed newsletters to go to all school systems, to counselors with additional copies to the administrative staff in the school and to be posted in teachers' lounges. These materials were again on an 8½x11 sheet to provide them with information that would make them more efficient in teaching or working with students on pre-employment preparation.

Let me now go into follow-up and follow-through. I have some strong feelings about this. I have looked at a lot of follow-ups, gone into offices and seen the follow-ups in nice little binders on the shelf and asked, "Have you done a follow-up?" "Yes, we did one last year and the year before and the year before that." Usually, this person has gone back to the university and picked up the form which was sent to him/her as a follow-up form, turned it around, put the school name at the top and sent it out for a response from students. Maybe it was 3 or 4 pages long with weird questions and the response was 20% or 30%. He/she does not know what to do with the information they got back other than to find out what the students liked or disliked. Now, a follow-up has to be developed in advance to ask for specific types of information which you can use. Therefore, every question has to be studied intensely. You must determine whether the addition of a certain question has any value for the follow-up and whether you can use the information you generate, or whether putting a certain question will increase the number of returns--and you will find that structuring and adding certain questions will increase the percentage of returns. I will pass out to you 2 sets of follow-up questionnaires we used and explain. One is a sheet of tag paper, twice as thick as the usual paper which means that it costs twice as much as the ordinary ream of paper. It was mailed in an envelope because youngsters respond to it, turn it around, seal it and return it to us. We found that when sending it in an envelope, the return was greater. We also found out that if you could talk to students about the follow-up in advance, have them put it in an envelope, address it to themselves at their home address, the percentage of returns increased. Now, I am in favor of a base line of a 1, 3, or 5-year follow-up with, perhaps, a 6-month follow-up for vocational students. Let me give you the rationale of the base line. The base line is where you take a follow-up form, such as the one I am showing, have the students fill it out while still in school and that is the base line information. Questions such as, "What do you want to do?" "Where are you going?" "Where are you trained?" Then you follow this up with a follow-up

form, 6 months if it is a vocational follow-up, or a year later for a standard follow-up. Now, a year later, you will find out certain types of things. If you follow-up the vocational student, you will find out whether the vocational student is employed and whether they are employed in the area related to their training. I contend that sometimes it may take a year before vocational students settle down into the trade for which they were trained, and not 3 months or 6 months. So you gain that information back.

We also prepare numerous students for college. Did they enroll in college? We did a study on over 3,000 students who had 2-year college-prep education. We found that almost one-third of them were not enrolled in college and had no intention of going to college. We contacted them and worked with them to find out what their interests were and they really were interested in a 2-year college program, not in a 4-year college. We then provided them with all necessary information and they moved on from there. So that is the 1-year follow-up. Three years later you will pick up those students who by that time will have graduated from this 2-year college program and you will find that the vocational student who had not been working in a vocational program is now working in the area in which he was trained at school. You will also find out whether those students who had enrolled in college one year after high school are still in college or whether they have moved. Then you get into the 5-year follow-up and you find out the same type of thing, whether the students started in college immediately after leaving high school (by then they would have been out of college for one year); whether the vocational student, if working in the area trained for had settled down in that area within the five years. And you will also find out whether the students who had left the district had returned and other information. With this type of follow-up you will develop a mobility pattern; how mobile are the youngsters in your district? You will also generate a host of other types of information. Let me go into some of the questions on the form I am showing you. It is very simple to fill out. At the top of this form there is a printed label with the student's name and address. If you gather the data on the student, this information is fed into a computer which can spill out printout labels for you. You just take the label, flip it on the form and mail it out to the student a year later, unless you have the students do this themselves while still in school. If you have the plan of letting the student fill it out while still in school, you can have the student put it into an envelope, address it to him/herself and add a note to themselves, such as, "I am going to marry John Smith." A year later, the student gets it and finds out she married Johnny Jones. When we took that route with some schools, we had students call us asking "When am I going to get that follow-up form?" This is also an excellent tool for keeping students' addresses up-to-date for on the back of the form is a place for a change of address; and when you ask them to give that information because you want to keep in touch to let them know about the next class reunion, you get it. There has to be something for the student in this follow-up business. We must tie them into it and there are all kinds of ways and gimmicks to do it. At the top we start with the logo--I recommend you use the seal of the school, whether it is a chicken or a dog or whatever--because students become sentimental about school after they have left, not when they are in school. Use simple directions, the simpler the better. Don't use educational terms. Request present employment status, etc. We want to know whether they are working or not; we want to know where they are working and the name of the company; then we feed this information into our employer file so that beefs up our employers' files. Here is an employer who hired a student on whom we have information and whose skills we know, whether vocational or non-vocational and it ties back in. You do not

need a computer for it, I am just mentioning a computer as a way of doing it. We want to know how the students got their jobs: school placement, state employment, friends, relatives, other. Instead of asking, "How did you get your job?", we should ask, "How did you get your first job?" With this question we found that we may have helped a student to get a job, but now he/she may be working in a different job, so we get no credit for any of the work we have done. Then we want to know how long a student has worked, approximate earnings, future plans, employment interests, personal data, and so on.

On another follow-up form we put the question, "Are you interested in additional training?" And if the reply was positive we had a list of areas in which the student might be interested: cosmetology, auto mechanics, and so on, primarily opportunities available within the community in either adult or continuing education. We got responses from some 30 girls saying they were interested in cosmetology. Now these were out-of-school girls. We contacted them, gave them information on the cosmetology program at the adult level, cost, etc., and turned them over to the adult education people. They, in turn, sent information to the girls about the adult vocational training programs, so the follow-up fed into the continuing education program. We did a similar type of thing with employers to whom we sent a follow-up form which we kept very simple. They respond, flip it over and return it. This was very successful and we had a high percentage of return because we did not ask for a lot of information. Once you get the information back, you are concerned about confidentiality; you pull the information out and destroy the returned sheet so that there are no records which can be "used against you." The student's permission was not sought before we sent this out. We were looking for information as to whether the person was still employed, verifying employment, whether there were any problems the person was having. For example, under "comments", one employer responded, "I am not looking for anybody else, the person I have working for me now is bad and lousy." So one of our placement people contacted this employer and asked what was wrong. We found out that that person had been showing up late; he had problems but because of lack of communication, the employer did not know about them. After the employer, the student, and the placement specialist talked about those problems, the employer understood and the student is still working there.

There are other comments we received from the employers, such as, "Kids are no good today, they are nothing but trouble, you people in education are not doing this and that" etc. Talking such things over with employers, we found out that they were reacting to students whom they had before and who had created problems. All the employers wanted was to talk to someone in education. They often admitted they had been building up things and only wanted a release valve. As a result of talking with employers and explaining students' problems, they felt committed and hired the students we placed with them. It is not difficult to act as an escape valve for some employers.

It took us about 4 to 5 years to develop the materials I have been showing. Some of them are 2nd and 3rd generation materials. Some are in the process of being re-devised and re-developed. There are some still in the works; some of which I had no copies or which I could not bring because of lack of space. If we share all these materials and ideas, I think we can get a lot of things going in this country and I think this is a need. These are the practical things the students want.

Concerning follow-through, we generated through follow-up information based on need. For example, the girls in the cosmetology program. Since we

could document that there was a need for these programs 2 additional cosmetology programs were set up within that school district. If you send a follow-up form asking to indicate preference for indicated programs and a sufficient number of students indicate interest in a particular one, then you have feedback and you can use this to reinforce the establishment of programs along those lines in the school or to expand them.

Contact with employers is only one part of an employer follow-up; the other is the phone call and the personal interview with which you can generate information for merging vocational programs. For example, we merged sheet metal and air-conditioning, which had been 2 separate programs in one of the schools. There was one old teacher who had been there for 30 years teaching sheet metal; he was a darn good sheet metal man and he was not going to retire, neither did he want to learn anything about air-conditioning. No problem! We switched two groups of students around, some spent a period of time with the sheet metal teacher and another period of time with the refrigeration teacher. It worked beautifully. Each one working in his/her expertise.

Let me quickly show you the structure. The director of job placement and follow-up can be anyone you have. You can have a placement specialist who is a para professional or a trained person. Let us say, one school, and this school has three counselors. The counselors must be involved, they are the ones who work in the school. The placement specialist is the one who works out in the community. To expand the structure, you must add placement specialists and involve additional schools. We now work with 22 schools and the structure we have is as follows: We have 40 counselors involved. Our placement specialists were on a schedule. They spent Monday in one school, Tuesday in another, Wednesday and Thursday again in another and Friday again in another school, based on school population. The number of days or hours they spent in a certain school depended on the number of students there. They spent at least half of the time in a particular school and the other half they spent in a business or industry establishment which fed into that school. If there were 5 counselors in that school, one counselor coordinated the placement activities for that school with that placement specialist, which meant that information came back to the counselor who then disseminated it to the other counselors. In terms of vocational placement, job opportunities, openings were fed back to the school, the teacher then selected the student and he/she, in turn, was referred for a job interview. The same thing is true for co-op teachers. Co-op teachers usually have 20 people on their rolls. We would help them find employment for their 20 students. They were expected to refer job openings back to the central placement office when such openings occurred.

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"PLACEMENT - THE ACID TEST OF CAREER EDUCATION"

by
Lillian Buckingham

"The success of school should be measured in terms of performance capability of students, particularly with respect to the manner in which they conduct themselves in roles outside school and in the way in which they are capacitated to perform several life roles." (Goldhammer & Taylor, "Career Education - Perspective and Promise")

The results of any school program are measured by what its students do after they leave. Career education proposes to prepare youth for careers, and the successful placement on the next rungs of a career ladder is the only way of knowing that preparation for one stage has been completed. Placement can, therefore, hardly be considered in any other way than as an integral part of the total career education process, regardless of the level of education involved. It may be placement on the next educational program, an initial job, more satisfying or advanced employment, or a combination of further education and employment. In any case, all educators contribute to every student's career. Whatever the contribution, results become apparent when the student leaves formal education training program and goes to another level of training or employment.

Going on to the next step is crucial, one that has a marked profound effect on the student's life and career. It is not enough simply to place students, either in schools or in jobs. Whatever happens to them afterwards is a measure, not only of the student's worth, but of the wisdom and effort that went into each placement and the preparation which preceded it. Following up the student is the only way of knowing how good the institution, the teaching, counseling, and administrative staff have been. It is essential as a means of keeping instruction and counseling up-to-date. School programs, though carefully planned and well carried out, almost invariably have to be modified from time to time. The test of the success of the educational system and its staff in keeping up-to-date is a check on the results in the progress and the opinions of former students.

The rationale for effective placement and follow-up in career education is based on several premises: (1) education is not an end in itself but a means to a goal, and the goals in every student's education consist of preparation for a career; (2) each student's education consists of a series of learning experiences, each built upon the one preceding it, and these learning experiences must include the acquisition of both cognitive and manipulative skills within the ability of the student to acquire them; (3) each student's education should at some point include genuine work experience; (4) formal classroom instruction and work experience, once begun, should be a lifelong process, each segment of which reaches a new rung on the individual's career ladder; (5) every person should be able to move up a career ladder to the fullest extent of his interest, ability, and endeavor; (6) both education and the socio-economic system within which it operates should recognize a mutual involvement in every individual's career advancement.

There are many questions that one must ask of himself as they relate to the education of youth. Do you believe that all people have individual differences, a variety of strengths and weaknesses and should be helped in discovering ways to develop to the best of their abilities? That opportunities for adapting to change must be presented to them? That the individual must make choices and decisions based on a sound educational program and sophisticated guidance system? That his successful entree into the employment field reflects program success? That earlier methods by which youth found ways into society are no longer working satisfactorily in today's complex society? That there is growing dissatisfaction with the consequent waste of human resources? That all people must be involved, be more committed to responsible actions, have a deeper mutual understanding of problems, and maintain a closer cooperative participation in helping youth for tomorrow's careers?

Historical Preface

A pioneer in the guidance movement, Dr. Leona Buchwald, believed in these and initiated the guidance program in Baltimore City in 1923. Five years later, in 1928, realizing the urgent need to support youth's transfer from school world to the work world for a year until he seemed surer and abler to face reality in the adult work world, she extended guidance functions to include placement, believing in the real worth of the individual and his right to make decisions.

Preparation for work is an essential function of the schools whereby youth must be furnished skills for jobs. Educational programs must deal with problems of preparing youth for initial work experience. Within the total school program must be adequate provisions for students to gain insights, make self-appraisals and determine courses of action in order to reach a point of vocational maturity. Therefore, it is essential that an organization function to disseminate information about occupations, labor conditions, educational requirements, worker's characteristics, and to provide varieties of choices so that individuals may be assisted in decision making.

In some educational programs there has been a tendency to concentrate on easy winners and screen out youth with special problems. There is no way to screen out anyone in any educational program, whether it be academic, vocational, or general. The obligation of education is to help all youth prepare for some type of career. Implicit in education of all youth is the obligation of all educators to do whatever is possible for each student. Placement is the acid test and it does not mean the dumping of failures of one teacher or one school on another. It is this element in career education, this personalizing of an otherwise possibly impersonal system which may be one of its strongest features.

Placement and follow-up should be a team effort. The school itself has an overriding responsibility for the total process and it is implicit in that responsibility to provide whatever structuring organization of personnel is necessary to make certain that no student is ever abandoned or forgotten.

The Division of Guidance and Placement early recognized this need for a link system between youth in school and the employers in the community. To help publicize the work and keep the students and teachers abreast of occupational changes, a Guidance Advisory Committee was established. This committee, made up of representatives of business, industry, and professions met monthly. They prepared occupational monographs for the student's use. In-

terested businessmen spoke at assemblies or assisted in securing speakers for assemblies, participated in occupational conferences dealing with any facet of careers, and arranged trips for pupils, teachers, parents, to the surrounding establishments. The Committee wrote a pamphlet, "Vocational Guidance and the Visiting Speaker", especially geared to persons who brought occupational and vocational information to students. The publication suggested an outline of facts to be presented, various uses of current pamphlets, films, and posters to enrich facts.

The Guidance Committee utilized and cooperated with the special services in the school and community to help guide and counsel youth. Civic organizations sponsored monthly meetings for students, usually the upper classmen, and teachers and counselors to give first hand information and meet with the leaders of the community.

It was and is also necessary that such a placement service be ongoing, free to all its students and employers, and available throughout the calendar year. The service must be performed by knowledgeable, competent, professionally trained educators who are attuned to the employment world and adaptable to the changing jobs, educational, and social values. Placement must involve the rich resources of the adults in the employment field. At the same time, these placement specialists should interpret curriculum to the outside-the-school community and serve as resource specialists to update curriculum offerings relative to employment possibilities.

The Placement Service was located in the Central Office of the Division of Guidance. Placement was officially added to the title of the Division of Guidance to indicate the commitment of the total school system. In 1927, the staff consisted of one male and one female counselor who worked 5 1/2 days a week, 8 to 5, the same hours as the employers. In 1945 this service was expanded by the addition of two more counselors to service the secondary school population, and in 1950, two more placement counselors were employed to work with students in the special education and/or general vocational schools. A department head was appointed in 1958 to coordinate the activities of the placement team. During these years the Placement Service shared assembly programs with the Maryland State Employment Service to explain the job market and generalities about the changing job scene to seniors. Following these talks the placement team visited every school and interviewed every senior who wished help in finding the first job. The staff also interviewed early school leavers and helped them find employment. Part-time, summer, and temporary work was developed and made available to students who sought this type of work.

In 1967, the various work-study programs were interlocked with placement. These experimental programs, though curriculum oriented, would now serve as rich mines for students' self-evaluating processes and provide continuity of relationships with the placement coordinators in aiding youth decide upon a course of action. Today there are 35 trained professionals based in 14 comprehensive high schools, two vocational-technical high schools, four special education centers, one adult center, one school for teen-age mothers.

In order to have a successful placement service there are several necessary elements: outreach to students, co-partnerships with fellow educators and employers, and a meaningful follow-up on which to build and/or adapt curriculum.

I shall endeavor to pinpoint salient features we have found helpful over

the years and explain some of the materials we have devised, resources we have used.

The primary goal of the placement program was and is to assist students in finding employment commensurate with abilities, interests and needs. Each student has this right to equal opportunity of employment, advancement and security, regardless of religion, ethnic origins, race or sex.

Among the many aims of the program placement service endeavors: (1) to make all students, whether graduate or early school leavers, aware of a free service of placement and interview all students who request assistance in job location, whether part-time, temporary, full-time; (2) to assist youth to make vocational choices relating to orientation and exploration; (3) to help youth re-evaluate their aims and goals; (4) to assist students to make adjustments during their initial job entry; (5) to serve as a liaison between schools and employers, employers and students; (6) to serve as a job information resource to school personnel and students, etc.; (7) to maintain periodic formal follow-up of students and employers; (8) to procure information for evaluating the services provided through the placement program; (9) to procure information indicating the effectiveness of student preparation for employment; (10) to determine the relationship between student placement areas and student education preparation; (11) to compile information which will contribute to analyses of educational programs for change and/or adaption of curricula; (12) to develop jobs in the community for youth seeking employment.

Since placement must be available to all students, whether for part-time, temporary, permanent, or job-oriented programs, the staff must reach out to youth. Announcements concerning the center are posted on school bulletin boards in halls, homerooms, cafeterias, and via intercom systems. Assemblies are arranged for the placement coordinator to speak to seniors and discuss the current job market, some general techniques in job hunting and preparatory steps for an initial interview. Counselors, teachers, and administrators refer students to the Employment Center. All students who withdraw from school are referred to the coordinator for additional job counseling and assistance in locating jobs. "I'm glad I stayed in school and got the diploma. You really made me think. I feel sorry for anyone who doesn't remain. You don't realize how important it is until you are in the business world." Even when a student is dropped from class rolls, he is sent a letter informing him about the availability of further aid. "This job has helped me finish my high school education in the evening schools. I have enrolled at a special school for IBM. My boss has been very good to me in that he permitted me to do homework during my spare time and letting me off earlier to go to school if necessary."

All students are interviewed to discover strengths and weaknesses, answer their questions, present job facts, seek out their preferences and frequently arrange for re-interviews. "Last January when I was upset over my boss's attitude, I came back to see you. You listened to me and suggested I talk with my boss and try to find out where my failures were. I remember that well for I was mad that you felt his attitude was due to me. I'm glad I listened. I came back to him; it was hard. But, he told me loud and clear where I slipped. Believe it or not, that cleared the scene and now I enjoy the work. I just got a raise!!!"

Students also fill out applications for part-time, temporary, permanent jobs. Students register for any of the job-oriented programs with their grade counselors. These cooperative training programs are in the fields of business

education, distributive education, trades and industry, general work experiences. These 11th grade students are interviewed in depth by the coordinator and are then readied for their cooperative training assignment. The coordinator assesses the need of students from the study of the registration card. From these studies the coordinator sets up a variety of clinics in which the students participate. The usually discussed topics seem to center around applications, company policies, work permits, educational reimbursement plans, how to act in situations most common to beginners, tips for interviews, telephone techniques, preparation for and discussion of the varieties of tests used, grooming essentials, meaning of benefits and application of these in relation to salary, union and organization requirements, labor laws, etc. In addition to these approaches the coordinator frequently, in cooperation with subject, teachers, and counselors, sets up club meetings, and recommends employers as consultants. Throughout the year the coordinator works closely with his co-professionals and keeps them abreast of changing employment patterns, students' successes and needed curriculum changes. In like manner, the teachers and counselors keep the coordinators informed about students' progress and particular strengths and frequently suggests some modifications for a particular referral. Students who are disadvantaged for any number of reasons are frequently identified by school personnel and social service workers and given additional encouragement and counseling.

In addition to these approaches, throughout the year coordinators and counselors arrange for career days, fairs, corridors, and various club meetings with outsiders as consultants. Several schools provide for employers to spend several days in an area in the cafeteria. At this time the visitors talk with any student about careers, jobs, and overall view of the particular trade, etc.

Nor is the teacher omitted in this outreach to students. He is kept abreast of the requirements of jobs, the changing emphasis, progress of his student on jobs, and the strengths and weaknesses of curricula. This mutual exchange of information is beneficial to all.

While placement is preparing the students to enter the labor market, the employer too must be sought out. While there are many ways to involve the employer, the most productive is the personal visit by the coordinator to the place. Not only does he feel sensitive to the makeup of the company and is aware of the new approaches of workers but he establishes a rapport with personnel. Just as the curriculum needs updating, so do employers need accurate and current information about schools, offerings, and general overall practices and programs in the schools. Frequently, myths are exploded and a genuine appreciation of school problems and need for co-partnership becomes a reality.

If the employer is sought to participate on a cooperative training program, he usually is most receptive to a face-to-face discussion about his requirements for the job and procedures the student must follow. Additionally, the coordinator has information concerning labor laws which the small employer may not know.

While talking with the employer, the coordinator may recognize the interest, knowledge, and skill in communicating to people as a potential member on an advisory committee; or as a sponsor for tours of the business by students, teachers, or as a speaker in a class, as well as an employer of beginning workers. The coordinators have found that many employers need assistance in

speaking to great numbers of youth assemblies and have prepared tips for speakers, including use of pamphlets, films, posters, etc.

Since many students wish to work in the various government agencies, placement initiated a calendar of non-conflicting dates for mass testing so that students may apply for all civil service jobs. The same procedure was established for companies that hire many beginners for a variety of jobs. Placement also was instrumental in revising several application forms, the use of teachers' proficiency statements of a student's typing, and/or steno competencies and referral system.

Particularly helpful has been the Voluntary Council for Equal Opportunity who have furnished real leadership and become involved in assisting coordinators to place the "generalist" student on a general work-experience job. These 115 employers of large concerns have sponsored since 1966 the Project GO (Growing Opportunities) for 9th grade students, an intensive well-planned program to prepare youth to make wiser decisions for his next step. The Voluntary Council also sponsored a two-day workshop for the coordinators for mutual information, understanding and preparation of youth. The feedback from these sessions has given meaningful direction to programs.

Placement too has had a long warm relationship with the Maryland State Employment Service. During the days when placement counselors shared assembly time with representatives from MSES, there was mutual sharing of information, especially with "training" the speakers to talk to 1,000 students. Today MSES has instituted the Job Bank operation with highly sophisticated computerized information. The coordinators were trained in the use of the Job Bank book and were furnished the Job Bank book to refer students for summer jobs. Such an operation has proved advantageous for all concerned.

The need for intensive concentration in the areas of apprenticeships and health fields led to the assignment of central office job coordinators in these fields. The coordinator for health services has reached every hospital in the metropolitan area of the city, major nursing home facilities, laboratories, mental health associations, clinics, health promotion councils and established strong ties with all personnel. As a result, personnel frequently places requests for part-time, temporary, or permanent jobs and earn/learn slots.

The cry of apprentices that schools were not heeding their needs was answered by the assignment of a coordinator to seek out these apprentice opportunities, contact union and non-union groups, Urban League, community agencies, arrange for testing and actively recruit minority youth. He sought out able speakers, arranged for tours to the various sites, served on the Apprentice Advisory Committee of the mayor and state advisory committees. He set up special group counseling sessions to prepare youth for the various testing procedures and schedule dates for these tests.

The successful placement of each individual is based on a personal business-like interview of each applicant whereby the coordinator seeks to determine the interests, vocational preferences, achievements in relation to his abilities. A complete record is made of the student, his intelligence, achievements and any special aptitude, character traits, extracurricular activities and notes of his strengths and needs. Every effort is made by placement to personalize the service both to the student and the employer.

The employer's orders are listed and specifics noted so that the coordi-

nator has a true picture of the opening. The students' application is studied in light of employers' demands and students match of job preference. A referral is made to the company with guidelines for students to follow in setting up the interview, conduct during the interview, and general information. Should the student fail to get the job, the coordinator continues to work with the client; frequently reassessment and reinterview is necessary and may require a year. Employers also may ask for further comments and record of student achievement in school. "The two students we viewed most favorably still present some problem. The student that typed most rapidly made an excessive number of errors. The student that typed most accurately was excessively slow. We are more interested in the accurate student. She was interested in our patients. Our greatest concern was our rather low estimate of her English language ability. This was confirmed in our discussion with her placement coordinator who revealed low average grades in English with reading ability below average. Since our work required rapid learning of a rather large medical vocabulary, accepting her for work seems to be an experiment in overcoming a cultural lack in face of apparently good intelligence and above average motivation."

The placement of students in employment does not end here. Up to this time there has been no formal evaluation of the progress made on the job and the interpretation of job needs in light of school offerings. All students who were engaged in the cooperative education programs are evaluated formally by the employers prior to the students' graduation. These summary reports are attached to the registration application for an additional follow-up, if the student remains as a permanent employee. Those who are not retained by the employer are further evaluated and helped to relocate if they wish. Every student who is placed on a permanent job is followed-up for three months and one year and comments are welcomed about their interpretation of school offerings, assistance and suggestions for improvement. In addition, a questionnaire is sent to employers at the end of six months about the work, efficiency, attitude of the youth placed and are invited to make constructive criticisms of school programs. "She has been exceptional in her ability to learn and carry out techniques, in her sense of responsibility and initiative. We will be looking for a person to fill a similar position this June and would like to interview several possible candidates." Nor is the worker overlooked, for he too is to respond to strengths and weaknesses of the programs. "I have been with _____ for four months now and it has been fascinating work from the beginning. I feel that I have caught on to most of the work. Finding it easy, I have to thank my wonderful high school teacher _____ for that. I want to thank the placement service for helping me and many other young people, for being interested in us, caring, and knowing the business and industry so well." We can attempt to learn in what ways the school did or did not prepare him for work so that adjustments may be made for the benefit of future graduates.

These comments are recorded on the students' original applications and the criticisms and recommendations of the school programs are carefully cataloged to give to the schools, and curriculum specialists. In this manner we can learn the ways in which the school has prepared their graduates and at the same time may continue to make adjustments where necessary in the existing programs. While statistics may be boring, facts prove points and advance the cause for measurement, curriculum change, inter and intra employer communication, precise information and assistance to youth for whom the service is intended.

Three outstanding values derive; one to the student. The primary purpose

of placement is to help students toward making the best occupational choice or adjustment. The information gained concerning occupational opportunities, labor conditions, educational qualifications, worker characteristics are valuable in counseling youth, establishing stronger links between education and employment world and in revising curriculum to meet the needs of all youth; one to the employer who has the responsibility to help and be involved in order to help youth find his place in employment; one to the community, which as a whole benefits through optimum utilization of our most precious resource -- the human being.

From my vantage point of years of service in the placement service to youth, as a professionally trained counselor, and as a consultant and evaluator to many states who are seeing the value of placement as an integral part of career education, I would like to reflect on these for your considerations: (1) the preparation of a placement specialist, role, function, the selection of the specialist, training and certification standards, university/or business in-service training. (2) the ethics of the service so that all who use this service are completely knowledgeable of its function, etc. (3) the follow-up schedule by the particular placement specialist as a part of the total process, not dumped or added to another department (4) communication avenues clearly defined, definition of words particular to the placement activities understood by all (5) a comprehensive placement picture that includes salient data to be used by the individual school, area, department, etc. (6) financial support and supportive clerical staff, and adequate space and materials for the successful operation (7) above all, job placement service for <u>all</u> who wish it, geared to all levels of preparation, and meaningful follow-up of the applicants who use the job placement services.

Miss Buckingham, retired, Baltimore Public Schools, Baltimore, Maryland.

THE CAPS SYSTEM-

COMPUTER ASSISTED PLACEMENT SERVICE-

PENNSYLVANIA

Above and below: Speaker M. U. Eninger, Ph.D., President, Educational Systems Research Institute. An information exchange between employees and secondary and post-secondary schools to facilitate placement.

THE CAPS SYSTEM
COMPUTER ASSISTED PLACEMENT SERVICE

by
M. U. Eninger, Ph. D.

The post-school follow-up survey of curriculum graduates and early leavers has long been a program evaluation tool among vocational educators. Today, there is a growing awareness that post-school experiences are related to education effectiveness, not only in vocational education, but all areas of education. Thus, for example, when tens of thousands of newly trained teachers find no employment in their field of study, that must be cause for concern about the continuing flow of newly trained teachers.

In the past ten years, the methodology of the follow-up survey has been applied to all types of graduates, e.g., vocational, general and academic graduates at the secondary level and baccalaureate, associate degree and certificate graduates at the post-secondary level. Pressures to prove the effectiveness of their programs has also caused proprietary schools to employ follow-up surveys. Today, most educators will agree that, properly designed and conducted, the post-school follow-up survey is a basic tool for evaluating education effectiveness. No one claims that it is the only tool for such evaluation. However, the follow-up survey is an essential component among tools used for program evaluation. The time has come to move toward standardization of follow-up survey instruments and methodology.

A major stimulus for post-school follow-up surveys in recent years has been the U. S. Office of Education in the field of vocational education. All states are required to report to the U. S. Office of Education the aggregate results of the follow-up surveys applied to vocational program graduates in all public secondary and post-secondary institutions. With few exceptions, the state Department of Education rely on the local education agencies to design and conduct their own follow-up surveys. Each such agency then reports the required data to the state level at which all such data is aggregated for the U. S. O. E. report. The lack of control over the design of the data collection instruments and methods raises serious questions about the reliability and validity of the data. It is known, for example, that during recession periods this system has reported lower unemployment rates for secondary school vocational graduates than for the general population -- a highly improbable condition.

Pennsylvania has been a notable exception. Confronted with over five hundred school districts, and concerned with the validity of follow-up survey data reported by the majority of these school districts, Pennsylvania embarked on the first state-level conducted follow-up survey. Through the services of Educational Systems Research Institute, the Pennsylvania Bureau of Vocational Education developed the methodology of surveying vocational graduates (and terminators) directly with a standard survey questionnaire and a standard survey procedure.

Such surveys have been conducted by ESRI since 1970 at both the secondary and post-secondary levels for both public and private schools throughout the

state of Pennsylvania. They are conducted as an integral part of Pennsylvania's Vocational Education Management Information System (VEMIS) which was developed by ESRI for the Pennsylvania Department of Education. Students are registered into the VEMIS System when they enroll in a vocational curriculum, tracked through program completion or termination, and then surveyed in the Fall after leaving school with a standard questionnaire and procedure that is centrally administered. Data analysis has been done by ESRI. Standard reports are issued to the Pennsylvania Department of Education and the local education agencies.

Over the years, ESRI has designed and conducted more than fifty different types of follow-up surveys -- for vocational and non-vocational students, for graduates and terminators, for secondary, adult, and post-secondary students, for regular, handicapped, and disadvantaged students, and for public and private school students. The common technology for all such surveys is the use of computer-printed survey forms which, when returned, are read by optical scanning equipment directly to an EDP magnetic tape. Optical scanning permits survey questionnaires to be processed at between 1,800 and 2,000 per hour. ESRI's years of experience with questionnaire design, follow-up survey methodology, development of related computer programs, and computer-produced survey reports have placed it at the forefront of computerized follow-up survey technology. With that background, ESRI designed the standardized Senior Assessment and Survey System described herein.

The basic design requirement for the system was to develop a standardized, relatively low-cost senior plans and survey system that would have a wide range of applicability and would serve as a major program/curriculum evaluation tool.

The system was to be designed so that potential users could either elect to operate the system, given the necessary requirements of facilities, equipment and personnel or have ESRI provide the services of the system with the least user involvement.

A further design consideration was to develop a series of follow-up survey instruments, each designed for a specific type of target population, so potential users would find a standard instrument compatible with their needs. The survey questionnaires will undergo periodic revision to reflect user needs. Such revisions will, in effect, extend the range of survey questionnaires from which users may choose.

The basic nature of most questionnaire items makes the questionnaires applicable to a broad range of students. Each questionnaire is applicable to both graduates or completors as well as students who terminated their program/curriculum enrollment prior completion.

At the secondary level, the system is applicable to the following types of students: academic/college preparatory; general/non-college preparatory; occupational, vocational or technical; pre-post-secondary occupational.

At the post-secondary level, the system is applicable to students in the following programs: baccalaureat degree programs; associate degree occupational programs; associate degree transfer programs; certificate and licensure programs; adult education non-credit programs.

The system is designed to service the following types of schools or institutions: secondary public schools; secondary private schools; two year

public colleges; two year private colleges; four year public colleges and universities; four year private colleges and universities; proprietary business schools/colleges; proprietary trade schools/institutes; other types of proprietary schools; non-educational institutes with career or occupational training services

The system is designed for the following types of education agencies: individual school/institutions; associations of schools/institutions; school districts; county education agencies; state education agencies; regional education agencies; federal education agencies; other agencies with responsibility for evaluating the effectiveness of an education/training effort in terms of outcomes experienced by trainees.

The basic design of the systems that assures low-cost application is the concept of standardized follow-up survey instruments. For those potential clients who wish a custom-designed follow-up survey questionnaire with only items that reflect their needs and/or interests, ESRI will design the same to meet the technical specifications required by the system software. Education agencies are urged to study carefully the standardized questionnaires to determine their adequacy for evaluation purposes. Custom-designed questionnaires involve a substantial one-time cost that includes design work, graphics and printing, and additional EDP programming to meet client endproduct specifications.

The specifications are general in nature. Detailed specifications, such as disk space, run times, core size, etc., will vary depending upon the level of application, i. e., state, county, district or school. Exact technical specifications will be developed for potential clients with a serious interest.

The SAS System consists of 34 ANS COBOL programs, written so as to be readily operable with a COBOL F compiler. In addition, the system requires card-to-disk and sort utility programs.

All programs run in 160 K or less. Minor modifications in buffering, array sizes and segmentation can reduce maximum required core size to 98 K.

The system requires a card reader, a line printer, three tape drives and one disk drive. Tape requirement can be reduced with adequate disk space. While disk space will vary with scope of application, the general range will be between 30,000 and 900,000 bytes. Processing is done in batch mode with no on-line disk storage requirement.

The system generates multiple print files concurrently in several programs. Such files can be either fed to a spooling program if the operating system supports one or directed to disk storage for later retrieval.

Three user manuals are available.

1. Technical User Manual. Designed for EDP specialist in charge of system operation, and provides all technical information needed to operate system.

2. Clerical User Manual. Designed for supervisor in charge of premachine processing of data to prepare for keypunching and/or scanning of data, plus editing and audit trail procedures.

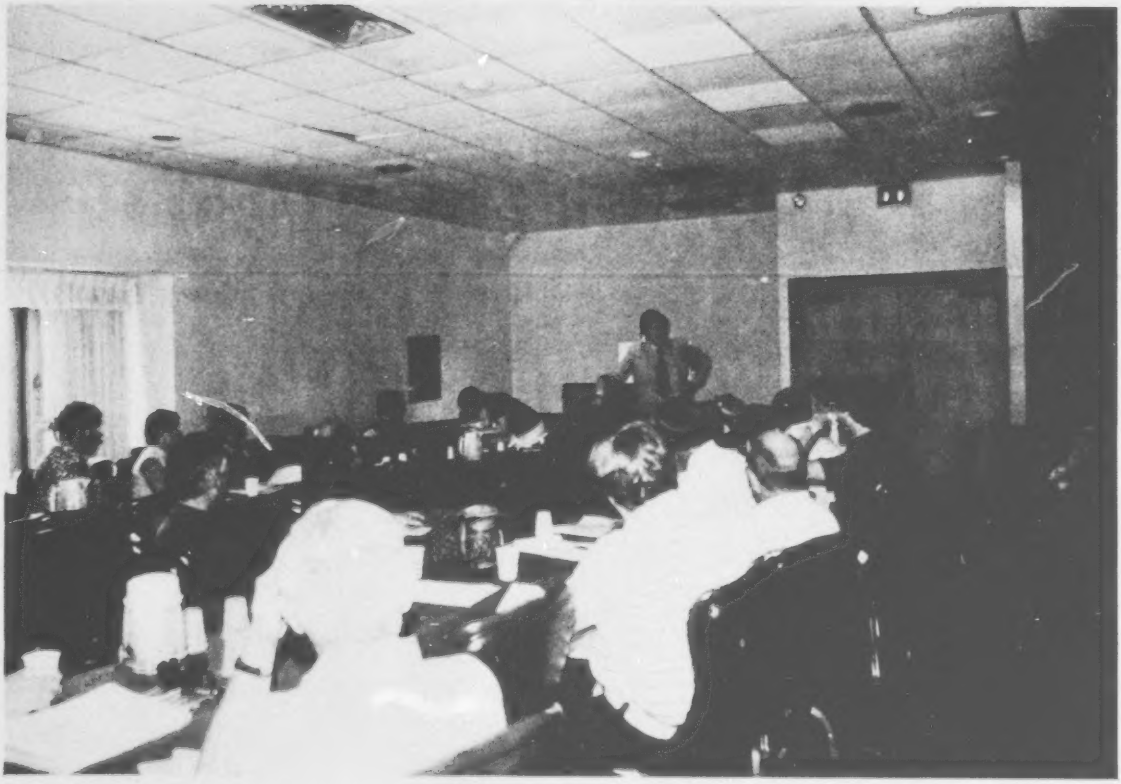
3. Educational User Manual. Designed for educational specialist with responsibility for interpretation and/or usage of the directories and reports.

The system is developed for both OS and DOS application.

Dr. Eninger is President of Educational Systems Research Institute, Pittsburgh, Pennsylvania.

PLACEMENT AND FOLLOW-UP AS IT RELATES TO THE FAMILY RIGHTS AND PRIVACY ACT

Speaker David Prasse, Consultant, Department of Public Instruction.



"PLACEMENT AND FOLLOW-UP AS IT RELATES TO THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT"

by
David P. Prasse, Ph. D.

Introductory Note:

The following comments represent only a sample of many questions and concerns discussed during this conference presentation. It should serve to highlight certain fundamentals pertaining to pupil records but not as a substantive interpretation of the Family Educational Rights and Privacy Act. Since many questions were posed, only a few have been included. Wherever possible, questions and answers have been left unedited. Readers should be reminded that as of this printing, final regulations for implementation are not yet available.

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This morning I would like to give you an overview of some of the major requirements of the law. By this time I assume that many of you are familiar with certain parts of the law, if not all.

I would like to try and identify some things in the law that relate specifically to the kinds of activity you engage in and let you ask questions, utilizing my presence here this morning to your advantage in actually dealing with implementation in relation to this act.

Originally, the law was called the Buckley Amendment. It was included with the revisions and amendments to the Elementary and Secondary Education Act of 1974, and became effective November 19, 1974. Congress worked to revise the Buckley Amendment before the end of the Congressional session and the President signed the revised Family Educational Rights and Privacy Act into law in January, 1975. The law is now numbered Public Law 93-568.

The law itself is called the Family Educational Rights and Privacy Act, and is an attempt to place some control and desicion making policy or procedures in the hands of the people that records, specifically pupil records, are about. In one sense, it has reversed what a lot of our traditional thinking of confidentiality is. I think in the past, not by any means in all cases, but in many cases, confidentiality meant that a pupil record was available to many people, but was not available to the people that indeed the record was about. This law has somewhat reversed that and said the record is still available to many people; however, the people that the record is about will control with some exceptions who gets to see it and in what circumstances.

A few of the basic highlights of the law are this: An educational institution must obtain written consent before releasing a pupil record to a third party. That consent must specify the records to be released, must indicate the reasons that the records are being requested, to whom the records are being sent, and that the student or parent has the right to receive a copy of that record. The law requires a systematic accounting of who is in charge and in control of each type of pupil record; the law requires that there be a sys-

tematic process for reviewing and expunging records. Parents have the right to access student records, and access procedures must be established. Parents and eligible students may have a copy of it if they wish, and subsequently may challenge the content of the record if they feel there is misleading, erroneous or in other ways damaging information about them in the pupil record.

The access of the record by a pupil caused much of the consternation originally and I have often asked myself why there was such a negative reaction from some of the educational community as it relates to that component of the law.

One logical conclusion that I came to was that there must be things in pupil records that possibly should not be there, and if that's the case, then maybe this is a good act because it will help us clean up our own house a little bit in terms of what we say and the way we say things about students.

Now, concerning who the rights are extended to, the law provides the rights of access, signing consent forms, deciding who gets to see the pupil record and who does not, to the parents until the student is 18 years of age, or is attending a post secondary institution of education. That does not mean, though, that a student who is under 18 years of age cannot see the pupil record in a secondary school without first having the parents say its all right.

Allow me to explain what that means: the rights before the student is 18 years of age, or attending a post secondary institution, are like a two-way street, extending both to the student and to the parent. So, as a counselor at the secondary level, if you are dealing with a 17 year old student, you may let the student see how they've done on a vocational inventory instrument or show them SAT scores. You do not have to have parental permission to do that.

There was some problem with that earlier, in that some school officials weren't sure such procedures were acceptable. Once the student turns 18 years of age, however, or goes to a post secondary institution, the rights become a one-way street and extend only to the student and not to the parents, with one exception.

Question: Do you think this is going to change? What I'm trying to say is, I think you're saying, if I heard you correctly, that with a student up to 18 years of age, his parents can decide if the record is going to be released to who?

Answer: Correct.

Question: Now, in regard to court decisions in education in the past decade, we're talking about the student discipline and the extension of procedural due process of law in disciplinary matters, kind of got away from in-loco parentis situation in the school district, that extended the rights of the majority citizenship. Do you ever see a point where this provision of the amendment, with a student that's 15, can make the decision as to where he wants the information to go?

Answer: That's quite a bit of speculation. However, I think there will be occasions and they may occur quickly, where a student will challenge the decision of their parents as to who has access to the pupil record.

Question: What if parents insist on sending the record when in the school's opinion it should not be sent?

Answer: That does not negate the responsibility of the public school official from having some input and some impact on that decision. They can serve as the advocate to or for the child in that case. Now, in the end, they may not be able to prevent the record from being sent to some place that it shouldn't be because the parents have said they want it sent, but the school official can work as hard as possible to discourage that, and to try and explain to the parents how that might be potentially damaging to the child.

The one exception, which is a change from the way the law was originally written, is that a post secondary student, whose parents are claiming them as a dependent on their Internal Revenue Service Tax Return, cannot prevent parents from seeing his/her pupil record. So, they have changed it and said you may see how your daughter is doing in college provided you are claiming your daughter as a dependent on your tax return. So that is the one exception; however, that does not mean that the parents exercise control of the record; the post secondary student exercises control of the record, not the parents.

Question: How far does the school's obligation go to verify that the parents are claiming this student?

Answer: That's a good question. I think that it is not really the school's responsibility to verify. Rather it should be the school's responsibility to have some indication from the parents that they are claiming the child as a dependent. If indeed it turns out in the end that they are not, I do not think the school would be held responsible.

Now, more specifically, I would say that the school at the post secondary level has the responsibility to put that question to the parent and receive a response. In terms of verifying their response, I do not think that the post secondary institution needs to do that.

Question: In reference to a post secondary institution, when a father claims his son as a dependent, does he have access to the complete record as defined in the law?

Answer: We could talk for a moment to try and clarify what the pupil record is. Basically, the pupil record is any kind of data or information kept in any manner by the educational institution related to that student. It is further defined by saying what the educational record is not. The educational record is not private notes that are kept by a teacher. Now, we have discussed and debated that very exception time and time again.

That exception to what a pupil record is not, should not be interpreted as a way to keep a private file about students with information concerning students in it, and pretend that it does not exist, and that the students, or parents, therefore, cannot see it. That's not really what it's there for. I encourage you not to do that. The end of that exception say, for a substitute.

Now, I think what that means are records like a daily lesson plan, notes from the teacher concerning information required to allow for the daily operations in the school. So try very hard not to take that exception to a pupil record and say, "That's my way to keep my private little file."

A pupil record does not include records kept by law enforcement officials at the post secondary institution or campus police. That's not part of the

education pupil record. It does not include records kept by what we would call university counseling centers, university health centers, psychiatrists, psychologists, nurses, those institutions on post secondary campuses. Those records are exempt. However, a post secondary student can ask another doctor, or psychologist to review their records that are on file at the universities.

Question: How carefully defined is the term psychologist, and does that only apply to the post secondary level?

Answer: The last exception that I've noted--the counselor or the psychologist, psychiatrist apply only to the post secondary level. The word that is used is treatment. It applies to the treatment of students at the post secondary level in these facilities: counseling center, hospital, clinic, etc.

Question: If I'm a secondary school counselor though, from what you're saying, I can't keep my own personal notes about my clients.

Answer: If you're a secondary counselor, and I assume you're working in a public school, the law does not provide for the keeping of a private/personal file about your counselees.

Question: That's very near the law?

Answer: That's my interpretation of the law. The question of a private file is what we're talking about, your private notes, call it what you want, a file, notes, memory aides. If you keep such a file, a notebook, or notes of this type, I would suggest guidelines for keeping such a file. Let me explain, especially the first two. If you keep a file on students that you do not consider to be part of the educational record and someone else knows of its existence, I think you would have a difficult time keeping it private, if at any time there might be a challenge to a pupil record about a student you have worked with.

Question: Does the law spell out private file, what it is and everything?

Answer: I will read to you what it says but I want to continue with this issue. "Records of institutional, supervisory, and administrative personnel and educational personnel ancillary thereto, which are in the sole possession of the maker thereof, and which are not accessible or revealed to any other person except of substitute." That little paragraph is what this is all about. I personally don't see how that kind of statement can or should be used as a clause to keep a private file. Let me go on with this as it relates to the second guideline and that is this: if you keep a private file and use that file in such a way that information from it either directly or indirectly gets into the pupil record, certainly you could no longer call that file private.

The second thing is, if you do that, I feel that you violated your own state law that counselors have on confidentiality as well as professional codes of ethical practice.

Question: What about the stipulation in ethical code that says a professional is able to consult with his own professional? I wouldn't have any hesitation about consulting other fellow psychologists on a particular case. I certainly would feel free to consult with another professional.

Answer: The law does not address the issue that you're raising. We're talk-

ing about a record, a written document. If I am your counselee and I share things with you in confidence and you consult with another professional, you do so based on your professional judgment. That action should be differentiated from professional staffing. I think school personnel need to be cautioned that one sentence should not be used as a way to keep a private file on children. I would like to go back to the earlier question I raised, that is, what do we keep in private files that is so relevant to the welfare of that child? If it is so relevant to the welfare of that child, and its implications can affect changes in positive and/or negative ways for that child, why do we have to hide it?

Question: When you get into the due process of expelling a kid from school, you have to have those memory notes if you go to a hearing and the type. Now those don't have to be released by the parents, those are school records you're taking to the hearing.

Answer: We have a state law regarding suspension and expulsion of students. There are due process procedures involved with suspensions and expulsions. Due process applies to many different events, and it's important that the process applies to many different events, and it's important that the process go on whenever we propose major changes for children in the school.

Question: Okay, just notes from teachers and these are taken to the hearing and read and they are not released by parents.

Answer: What do you mean they're not released by the parents?

Question: Schools versus the parents is what you're really coming down to at a hearing, and the parents say, leave him in school, and the school says, no, we don't want him. So that's notes that are really excellent permanent record notes, that do not have to be released by the parents.

Answer: I guess the word "by" is what's confusing me. Released by the parents or to the parents. Which one? The requirements of the hearing for suspensions and expulsions, in special education placement, and in access procedures to student records, are all examples of hearings where parents and students and their legal representative have a right to every single piece of information, paper, record and document that a school has.

Question: What I was saying is, you said that they had to specify the things that can be released.

Answer: To a third party, correct. Right now we're not talking about a third party release. That's not involved with releasing information to a third party.

Question: Then you'd have subpoenaed record of which the parent has no control.

Answer: If records are requested pursuant to a lawfully issued subpoena or court order, the school has a responsibility to notify the parents that they are going to honor the subpoena or the court order, whichever it is, and that's all the school has to do.

Question: I think he's talking about an in-school hearing, which is not a law or an actual court case, and having been a hearing officer I try to get it to a point where it is a court procedure, but in your notice to parents you have

to give those parents all the information that's going to be brought out. So, in actuality, I think they do know everything that's coming out.

Answer: Right, that's one of the requirements of almost any informal or formal hearing, especially formal hearings, which this is.

Question: I want to get back to this personal file specifically. I coached debate for 12 years and during that time in an effort to give the kids the best experience possible, I kept anecdotal records; who worked well with who and who do I talk to to do this, and maybe some of the comments that I wrote to myself were pretty pointed. I don't think there was anything in any of those records that I wouldn't want the parents to see or anything like this, but I'm just wondering how far this stretches, what it covers.

Answer: First of all, the idea of an anecdotal record is an excellent approach to keeping records on students. Now, there apparently is some misconception of what an anecdotal record is. Usually an anecdotal record means you will make comments and observations on a child, about a child, on a regular, systematic basis. It doesn't mean that you sit down at the end of the year and write a summary. That's not an anecdotal record. So anecdotal record in terms of objectivity and specificity, looking at behaviors, what they did today, what they didn't do, how they did it, that kind of thing is excellent. They're easily supported, defensible, and logical because you can really see the changes of behavior patterns if you keep good anecdotal records. And I encourage people to really begin doing that more. My second comment is, I think it's a mistake that our reaction to this law might be one of fear, that I can no longer exercise my professional judgment about a child unless I can state it objectively and support it with actual behavior. The law doesn't say that and it's our fear reaction of some kind of lawsuit that I think brings this out. If what you do in your professional experience, training, and judgment, is appropriate and beneficial to and for the child, that's fine. It should go in the pupil record and you don't need to be afraid of how you are going to defend it.

Question: Well, I never put any part of that on a so called "permanent record." I can think of comments that I wrote. If your kid was one of my debaters and you wanted to get real nasty and pick that thing up and say, my god, you said this about my kid.

Answer: It could be done.

Question: I could get an awful lot of flack.

Answer: I can make the same kind of argument for many things in the cumulative record. Take our standardized achievement tests. I can legitimately question validity and reliability, etc. It might be easier for me to challenge that than it would be to challenge your comments about my child, in an anecdotal manner. How was the test standardized, how the test was administered, how the test was monitored, how the test was scored, did my child not feel well that day, and, therefore, didn't do well on the test. Actually it's easier, I think, to challenge those kinds of things.

Question: I'm still confused though. First of all, I heard you saying, "Don't keep the personal file" and then I hear you saying, "Hey, it's a good idea."

Answer: No, I don't think so. To keep a personal file is acceptable. To hid it, to pretend it's not there, I don't think is acceptable.

Question: Then what's the relation with what you're talking about?

Answer: If you use and are protected by our state law, what students tell you in confidence must remain confidential. That's why I discussed the guidelines I did. When I say no one knows of its content, that means what students tell you in confidence should not seep into summaries of pupils which ends up in the pupil records. Then you have violated your own law in terms of confidence. Does that make sense?

Question: Yes, I think that's obvious.

Question: Two points I have, Dave. One, I think you're better off expunging pupil records before the parents ask to see them.

Answer: Certainly, and the law says you should do that.

Question: So, anything that's taken out prior to their access request is allowed. The other thing is, I think that you're in a lot better shape to admit to a mistake and correct the record than you are to insist on hanging in there with that statement. Even though it may be part of the record, you can correct it, and it's a lot easier.

Answer: Right, and the law allows for an informal process for that to happen.

Question: Can you address yourself to the use of student records for educational research?

Answer: There is a section in the law that permits the use of, and dissemination of, educational records for research purposes. What it says is, "organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs and improving instruction." Continuing, "If such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representatives of such organizations and such information will be destroyed when no longer needed for the purpose for which it is conducted." That's the section on research.

Question: It says permission is not needed for that purpose?

Answer: That's right. What that says is that data may be obtained without parental permission for those purposes. The key there is the release of personally identifiable information. If you cross the bridge between secondary and post secondary in the research area, e.g., the secondary people want to know how the post secondary students are doing, and you want that information to come back from the college to you in the secondary school. Up to now, it has been coming back in a personally identifiable manner. If that is the only way it's beneficial to you then the post secondary or secondary institution will have the responsibility to gain from the student, permission to send the information back to you. Now, if for the purposes of determining the effects of your programs you want to collect data that is not personally identifiable, and you can figure out the methodology to do that, then you don't need student permission in this case.

Question: As long as it's destroyed?

Answer: Right.

Question: I have a hangup on releasing records and this kind of thing. If a prospective employer calls and asks about a prospective employee and I know this student, I'm not quoting the records, I use it from memory, I'm releasing information. Where am I?

Answer: That one's almost as rough as the private file. The law does not preclude the give and take or the sharing of information about student verbally. It says that in the proposed rules. If you have to go to the pupil record to answer the questions, then I think you violate the intent of the law.

Dr. Prasse is a consultant with the Department of Public Instruction in the Pupil Personnel Division.

Above: Speaker Sparkle Crowe, Director, Pupil Personnel Services, Department of Public Instruction

INDIANA LOOKS AT PLACEMENT

Below: Speaker Robert Greenburg, Ed.D., Project Director Manpower, Indiana Commission for Higher Education

"INDIANA LOOKS AT PLACEMENT"

Sparkle Crowe
Director, Pupil Personnel Services
State Department of Public Instruction

I'm glad to be here and I'd like to divide the time that is alloted to me and I'd like to do three things. I want first to ask Liz to talk about her placement primer and then I want to say a few words and then I want to listen to you. You know, I don't learn much when I talk, it's only when I listen to other people that I learn so I think that if we can set it up that way it will be good. Liz, as you know, is the person who had the primary responsibility for the development of the placement primer and would you say a few words about it, Liz?

- -

Elizabeth Wampler
Consultant
State Department of Public Instruction

First of all, I'd like to tell you a little about why placement suddenly became important in Indiana and to our division. The U. S. office gave a grant to the University of Missouri to involve all 50 states in developing career guidance counseling, placement, and follow-up to meet one of the recommendations made in the 6th Annual Report of the NACVC. That was about three years ago and as a result of that I attended the National Conference, along with Joanne Riddle, a Bloomington High School North counselor, to develop plans for implementing comprehensive placement programs in secondary schools. We have done job placement, and I can say we because I'm a former vocational education teacher, in the vocational education program, and we have done academic placement in the guidance program, but we haven't done much with a comprehensive placement program bringing together all placement components.

Why are counselors not doing much with job placement? Most school counselors have come up the educational ladder and have not had experience out in the world of work and counselor training programs have been weak in this area. This was brought to light about 6 years ago when the divisions of vocational education, pupil personnel and the Indiana Employment Security Division cooperatively sponsored summer programs in which public school counselors were placed in the Indiana Employment Security Division's local offices around the state. This program went on for a couple of years and was one of the most sought after programs by high school counselors that we have had. This program interest plus the nationwide trend to identify the job placement function as being the responsibility of secondary school programs led us to organizing a job placement workshop. This was held a year ago April, at which time school counselors and vocational educators were invited to participate and we had Lillian Buckingham from Baltimore, Maryland, come in for the first time to talk about the job placement function as it related to the school counselor's responsibilities.

As a result of that workshop, the Job Placement Primer was written and published. This publication identifies the steps you need to go through to establish a placement program and provides abstracts of five programs that have been identified nationwide as being good placement programs. In the back are some sample forms needed in setting up a program. Many of these forms were adopted from forms used by Lillian's program in Baltimore because it is one of the oldest job placement programs in the nation. So this book, or little manual, is really just an idea book to help you get a program started. The ultimate goal is to take the post secondary placement program in educational placement and the job placement program and develop a comprehensive placement program in which the counselors can assist students, not only in their educational placement needs, but also in their job placement needs. Several schools, such as Evansville and Indianapolis, are ready to move right now and so we've got to get some models going for comprehensive placement programs. Hopefully, as an outgrowth of these programs, we can have some models established to pass on by next year.

I'm ready to work with any of you in this area. I know Ed Hornback, through the Division of Vocational Education, is also very interested in getting some funds available for placement programs in Indiana. We're going to be working on this during the year and I invite you to contact us if we can be of any assistance.

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(Sparkle Crowe)

Thank you, Liz. I want to pick up very quickly on one thing she said. I was having coffee with long time friends, we were talking about job applications and apparently somebody emphasized the importance of teaching students how to apply for a job, and one of my friends said, "You know, I've never filled out a job application," and that is true for many of us in the field of education. At least, it's been a very minimal sort of thing and, as he said, our universities sent our transcripts and our resumes and our recommendations. We just didn't have that experience so it's something that we do need to work on. What I thought I would do in the minutes that were alloted to me was try to work at where we go from here. Many of you, and many school corporations over the state, have the beginnings of very good placement programs but I'd like to look at some of the areas that we need to build on.

The first thing is that I think it should be a comprehensive program. If you look at your own program you've probably done a pretty fair job with the college people; you've done a pretty fair job with those that were going into maybe skilled positions; and to some extent, the semi-skilled. But we have some blanks. I think that we are not doing too much for the dropouts, getting that person a place, and that's just as much a part of job placement as anything else. I doubt if we're doing very much for the Special Ed student, as far as placement is concerned. I doubt if we're doing too much for the members of the ethnic groups, and I think that we are doing only a limited job as far as the placement of women is concerned, particularly in getting them into some non-stereotyped positions. The next thing is, I think that we should make it an organized, planned program. Some participants were saying that we don't have an overall thrust in our educational corporation to get the job done. The vocational education people are doing some things; the counselors are doing some things; the teachers are doing some things, but there isn't that centra-

lized plan that focuses on job placement.

Liz mentioned legislation. I would like to call your attention to page 19 in this book. At the bottom of the page is a statement of the law about placement and I think it is a very good law and I think maybe we should begin to think about having a similar requirement in the state of Indiana. It says very simply that "the school board of each district shall insure that organized placement," not catch as catch can but "organized placement and follow-up services are established and maintained to assist all students graduating from or leaving each secondary school and each area vocational technical center in the district." It's a very flexible type law. It says, "the services of guidance counselors and occupational specialists shall be liberally used in providing these services." I think maybe I might have added there, "and other school personnel." I would have opened it up even a little further but that really is a very simple law, a regulation that I think, if we could get established in Indiana, would make a real great beginning.

We've talked about a comprehensive program, that it should include all school personnel and that it should be planned. I think the next thing that we want to say is it should involve the total educational effort in the corporation. Some of this is pretty simplistic I know, but it's still the thing that has to be done. It cannot be done by the single effort of the counselors. It cannot be done by the single effort of the vocational people. It cannot be done by the single effort of the administration or the teachers. It must involve the total educational effort in that school corporation. I would emphasize some practical politics of the situation and that is, in order to get this done we must have strong administrative support. If you don't have strong administrative support for a program you just better fold up shop and when you start budgeting your time you better budget 25% of your time to get support for your program and educating the people on the need for your program because it doesn't make too much difference what you're doing if you don't have the support and the same thing is true of parents. I think that you are probably one of the front runners in education as far as community support and administrative support. I feel a great deal of support for career education and career guidance. The next thing we need to do is to involve the total community in the program and here I'd like to emphasize some things that I think are not being done as you work with the employers of your community; that is the creation of jobs and particularly jobs for students before they leave school. I know some communities have created jobs by identifying jobs that need to be done and having students work in crews with supervisors and leaders, things that maybe they could not do alone. New Albany and Evansville had the crews that worked on maintenance in parks and recreational areas and they had crews for people who needed services for maintenance in their homes. These were jobs that one individual student couldn't do but if you had them in a crew with a planned program and leadership, they could. Jobs can also be created in industry. I know that in our industries at home, we tried to look for jobs that students who had limited abilities could go into. I'm sure that these are the real rough placements that you all have. We got together and we looked at jobs for students with limited abilities and found that if we would look at their job they frequently had a job that required some skill and some very limited skill and another job that required some skills and some limited skills and by putting the two jobs that had limited skills together, a job was created for the student that didn't have too much ability and a more desirable placement for another student.

Another consideration is opportunity for advancement. I come from a small

community and I always think in terms of this background. In our community we didn't have entry level jobs for students that they could go into where they saw down the road that they would have some opportunity to get into a fairly good job. We didn't get it done completely but we did get some things done. We said to people in industry, "If you will create a job ladder you can attract some good people. These are good students that are graduating from our high school, whom you paid to educate. If they are attracted because of the job ladder and stay in the community, you have reaped some benefit from what you put into the program and you are attracting some of your people to stay in the community." Now it's changing a little bit but at that time many of the very brightest, the very best prepared students, were going somewhere else to get a job because they didn't have in our community someplace where they saw that they had an entry job that would be something that would lead on to something that they would really have some interest in. I think this kind of creation of jobs is very important.

I think Lillian Buckingham called it "the acid test"; I guess I called it the final accounting. What is the business of the school? What do you want the kids to do when they leave? I think that each school corporation should be responsible that when that student leaves school, they are helped into the next step, whatever it may be. It may be in college; it may be into a vocational school; it may be a job; or it may be in marriage or homemaking. Whatever it is, I think that we should be accountable for that next step. If the student is not prepared to take that next step then I think to that degree we have failed that student.

Then we should think in terms of follow-up. When a graduating class leaves a school, or a student drops out, somebody in that school corporation ought to know exactly where that student went. Then I think there should be a follow-up program to see if that student was successful; if it was a good placement for them or if it was a poor placement. Placement is not always after they leave school. Any of you who have worked with placing students, whether it's going to college or a job, know that some of them have slammed some doors because they didn't take some prerequisites back in the 9th or 10th grade.

As a group I would like to see us address ourselves to two things. I would like to see some pilot placement programs so that when you start looking and you call Liz or you call me and ask, "Where can I go to see something that is being done fairly well?", we can have places to suggest. I think we've already piloted some things. Our career resource center was a pilot project that is being emulated all over the state and some of your comprehensive and your career ed programs were, but we do need some more programs that we can use as pilots and that use some new approaches.

I would like to see this group and the people who are interested develop some kind of a state-wide follow-up. I'm not much of a computer expert, but I do think that we could get some people who are interested and know how to use a computer. I think we could design a card and I think we could design questions that we could ask all of our students the year after they graduated; 5 years after they graduated; 10 years after they graduated; so that we can have some real input into how well we did the job. Now the big problem that we have not really solved yet is how to find them 5 years after. There have been several things suggested on how you find them. Maybe you can come up with some other ideas. This is the final accounting, to follow-up and see what happened to them.

"COLLEGE STUDENTS AS BLOCKS OF WOOD"

Robert Greenberg, Ed. D.
Project Director, Manpower
Indiana Commission for Higher Education

I'd like to thank you first of all for having the Commission for Higher Education represented at the Inn of the Four Winds. My primary concern is that after I'm finished you might consider it the Inn of the Five Winds.

I have the suspicion that there probably aren't too many people here who are familiar with what the Commission for Higher Education is or does. We are a state agency responsible for coordinating public post secondary education in Indiana, taking the resources of the independent institutions into account. The Commission has two branches; finance and planning. The staff of the finance area gathers a great deal of information relating to the expenditures of the public institutions and develops budget proposals for the legislature when that time draws around. The planning side involves, primarily, review of new degree programs in the state institutions from the associate level on up. In this program review area we take manpower data into account in evaluating program proposals. We try to assess the supply of and demand for people in occupations that might be related to a degree program, though this isn't necessarily a critical factor in all proposals. For example, if an institution has within its mission the offering of a bachelors degree in history, the manpower factors might not be as important as if the institution were to propose a degree program in education. In order to support the Commission's efforts in both finance and in planning, we involve ourselves with a great deal of data collection and research.

I think I'll title my comments today, "College Students as Blocks of Wood." A friend of mine with Indianapolis Museum of Art asked me not too long ago how you carve a horse from a block of wood. I professed ignorance. She answered, "you just chip away everything that doesn't look like a horse." I tried it, with little success. I even tried to write this speech the same way by taking a sheet of paper and carving away everything that didn't look like a speech, but I didn't do real well with that either. Well, students aren't blocks of wood. In working with students as they pass through our institutions, we're not chipping away at them to make them what they want to be or make them what we want them to be. Education is economically a value added factor. It's the concern of higher education that this actually be the case.

It is almost impossible to make blanket statements of fact for all of post secondary education. There are many institutions in this state. They take on a wide variety of natures, from large research multiversities to institutions that deal with primarily two year degrees in vocational-technical areas. The mission of one institution differs greatly from that of another. The placement function within different types of institutions will differ accordingly.

Some generalizations can be made. Through higher education I think we could safely say that students should become more complete individuals. They should have more of an appreciation for ways in which they can spend leisure time and a greater understanding of what goes on in the world about them. Second, they should become better citizens. We hope that they'd be more aware of political events that occur, without the institution's supporting any partic-

ular politics. Institutions should further students' awareness of themselves as citizens. Third, and this is one that I'm afraid is frequently passed by in the academic world, they should become more employable. Somewhere along the way employable skills should be added, be they analytical, managerial, technical, or other, but a student after spending a period of time measured in years in an institution of post secondary education should come out of it able to find himself at an employment level more satisfying than if he hadn't gone to that institution.

In the early and middle 1960s employability might not have been a major concern of many college students. It was a seller's market. The student could get a degree in nearly any academic field and feel that he had a reasonable chance of obtaining a very good job. It's obvious that this is no longer the case, but this is still to be recognized by many students, by many of their parents, and by many of the people in our higher education institutions. Demographically there's a glut of people in the 25 to 34 year old age group. This bulging age group in the population resembles a pig passing through a python, resulting in intense competition for available jobs.

The student coming out of the college or university today is no longer assured that he's going to get a high level job, and yet, one of the reasons they attend colleges and universities is so that they will be able to obtain better employment. The public will question higher education more and more if higher education itself doesn't view this as a major concern. In this sense, colleges and universities have a responsibility concerning the employability of their graduates.

First of all, colleges and universities should recognize that their students aren't blocks of wood. They don't come to us to make them into whatever we want them to be. A block of wood has no choice as to whether it's going to be a Chippendale or a toothpick. A student does have a choice. We have to show concern for that choice. The institution in this regard again should acknowledge the needs and desires of students. In order to do this in the employment area I think institutions should make as strong an attempt as they can, within available resources, to provide accurate up-to-date and ongoing career counseling and career related information to students. Too often we find that the college student in the final semester of his senior year will go in to see a counselor and say, "I'm about to graduate, I've got a bachelors degree in history, now where do I go for a job?" We should be encouraging students to start perhaps in their freshman, perhaps their sophomore year, seeking career advice and guidance.

It's becoming, and should become, an ongoing concern of colleges and universities to study the placement of their graduates. Follow-up studies aren't necessarily a great measure of the success of an institution as far as the employability of their graduates is concerned. In years when times are good you're able to place your graduates. In a year such as this, you're going to have a great deal of trouble placing your graduates. It doesn't necessarily mean because fewer graduates are placed in '75 than '65 that somehow the programs are less meaningful in '75 than '65. However, this doesn't obviate the need to study the placement of graduates.

In a third sense, institutions should make every attempt possible to develop programs and courses that will lead to the successful employment of their graduates. The institutions have a responsibility to pay attention to the placement of their graduates. By developing programs whereby a student will

be able to graduate and get a good job related to his education, they follow this line of responsibility.

The Commission for Higher Education has an ongoing concern in the manpower area. I'm project director for a college level manpower study funded by the Lilly endowment. It is generally assumed that the way to conduct a manpower study is to study the number of graduates, the number of jobs that'll be available, and then try to compare the two. We've taken a different approach.

The emphasis of the Commission's study involves relationships between graduates and the employment that they seek. We've surveyed approximately 25% of the students who graduated this spring with associate and bachelors degrees, and we've asked them questions about what type degrees they'd pursued, their educational plans for the future, what types of jobs they hoped to pursue in this next year, what they expect to be doing five years hence, and what their long term career plans are. We've asked them if they've had career counseling, when they had it, and how helpful they thought it was. Our hope is to be able to relate the degree programs of these students to the type of aspirations they have for the future. If we're successful in this, and I think we will be, we'll be able to look at projections of degrees granted and have a better idea of what those degress granted really mean as far as the labor market is concerned. If we project that we'll be graduating 3,000 students with bachelors degrees in history in 1980, we don't know the effect those history majors will have upon the employment market. Do they all want to teach history or do some of them want to become insurance salesmen? How many of them want to go on to graduate school? We don't know at the present time; we hope to find out.

We are also conducting an in-depth interview survey of close to 300 major employers in four of the state's planning and development regions. We've hired four interviewers who are currently interviewing the personnel directors in companies included in our sample. They're asking the personnel directors about their educational preferences for new-hires to entry level positions. They're not concerned with how many engineers or draftsmen will be hired in the next 5 years but about the type of educational background preferred for them. It's an interview that takes approximately 45 minutes to an hour so I can't describe it in great depth here but through that study we hope to get an idea of what employers themselves feel regarding the manner in which colleges and universities prepare students for employment.

The results of these studies will be made available on a wide basis. The Commission will be able to use the results of these studies in its program review function. Colleges and universities will be able to use the information in their role of developing programs and courses or perhaps even cutting back where necessary. I think that the findings of the studies we're conducting will be very valuable to students as well when they begin to consider career paths.

I recently attended the National Meeting of the College Placement Council. It became clear in the course of the meeting that in higher education, the placement of graduates and the problems that we currently face in that regard is increasing geometrically in proportion and that this year will probably be the worst that we've faced in quite a while. Without having to define missions of different institutions, I can state that the employability of college graduates is and should be a major concern of all colleges and universities.

INDIANA INVITATIONAL CONFERENCE ON PLACEMENT

June 25, 26, 27, 1975

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